

ARLINGTON PUBLIC SCHOOLS

In accordance with the provisions of the Massachusetts General laws, Chapter 30A, Section 20, notice is hereby given for the following meeting of the:

***Arlington School Committee
School Committee Regular Meeting
Thursday, January 14, 2016
6:30 PM***

DRAFT AGENDA

*Arlington High School
School Committee Room, 6th Floor
869 Massachusetts Avenue
Arlington, MA 02476*

6:30 PM Open Meeting

6:35 PM Public Participation

6:45 PM Review and Approve the AHS Program of Studies for 2016/2017 School Year

7:15 PM Discuss Foundation Review Budget with State Legislators

7:45 PM FY 17 School Committee Budget Priorities Discussion

8:30 PM Review Draft Calendar for 2016-2017 School Year

8:45 PM Superintendent's Report K. Bodie

9:00 PM Consent Agenda

All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

Approval of Warrant: Warrant Dated 12/17/2015 Warrant # 16093, Total Warrant Amount \$395,073.91

Approval of Minutes: Approval of Draft Minutes from 12/10/2015 and 12/17/2015.

9:05 PM Subcommittee & Liaison Reports & Announcements

- Policies & Procedures Jud Pierce (Chair)*
- Budget Kirsi Allison-Ampe (Chair)*
- Facilities Cindy Starks (Chair)*
- District Accountability, Curriculum/Instruction & Assessment Jeff Thielman (Chair)*
- Community Relations Jennifer Susse (Chair)*

- *Executive Session Minute Review Subcommittee Voted 5/28/2015*
- *Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)*
- *School Enrollment Task Force - Updated from January 7, 2016 Enrollment Challenge Public Meeting*

9:25 PM Executive Session

- *To conduct strategy sessions in preparation for negotiations with union and/or nonunion personnel or contract negotiations with union and /or nonunion in which if held in an a open meeting may have a detrimental effect.*
- *To conduct strategy with respect to collective bargaining or litigation, in which if held in an open meeting may have a detrimental effect, Collective bargaining may also be conducted.*

9:45 PM Adjournment

The listings of matters are those reasonably anticipated by the Chair; which may be discussed at the meeting. Not all items listed may in fact be discussed and other items not listed may also be brought up for discussion to the extent permitted by law.

Stated times and time amounts, listed in parenthesis, are the estimated amount of time for that particular agenda item. Actual times may be shorter or longer depending on the time needed to fully explore the topic.

Submitted by Paul Schlichtman, Chair

Correspondence Received:

Warrant dated 12/17/2015

Draft Minutes

APS January 5, 2016 Enrollment

Season's Greetings Cards from Koutoujian Family

APS Elementary Handbook

Website Information

Monthly Financial Reports



Town of Arlington, Massachusetts

6:45 PM Review and Approve the AHS Program of Studies for 2016/2017 School Year

ATTACHMENTS:

Type	File Name	Description
 Reference Material	POSUpdated2016-2017.pdf	Program of Studies

Arlington High School

Updated to Program of Studies

2016-2017

Policy Updates

Course Transfer/Withdrawal

Pg. 10

Update:

The final date to request a course change for a course will be 3 weeks after the first day of school.

Previously:

The final date for course change requests was originally 6 weeks after the first day of school for year long courses.

Reasoning:

The reasoning for this change was help facilitate course changes, to limit the amount of “student shopping” for courses, and to help teachers to delivery curriculum with limited interruption.

New Courses

EN####z Poetry as Art	Grade 12	5 Points
EN####z Presentational Speaking	Grade 12	5 Points
SS7801Z AP United States Government and Politics (now offered for 1 full year)	Grades 11, 12	5 credits
SS####z American Popular Culture (semester)	Grades 11, 12	2.5 points
SS####z Psychology & Human Behavior (semester course)	Grades 11 & 12	2.5 points
CS####z Culinary 101	Grades 11, 12	2.5 points
CS####z Bake Shop 101	Grades 11, 12	2.5 points
PE####z Best Buddies for LABBB (1st Quarter)	Grades 11, 12	2.5 Points
ML0100Z French Conversation Group	Grades 10, 11, 12	2.5 points
ML4220Z Italian 4 – Curriculum A	Grades 10, 11, 12	5 points
ML4120Z Italian 4 – Curriculum H	Grades 10, 11, 12	5 points
Digital Language Courses – Curriculum H		
OL7018Z Korean 1 – Part 1	Grades 10, 11, 12	5 points
OL7028Z Korean 1 – Part 2	Grades 10, 11, 12	5 points

PA##### PEP Band - Curriculum A	Grade 9, 10, 11, 12	5.0 points
AC#####z Painting – Curriculum A	Grades 10, 11, 12	2.5 point
AC#####z Painting As Process – Curriculum A	Grades 10, 11, 12	2.5 points
MA##### Pre-Algebra Curriculum B	Grades 9, 10, 11, 12	5 points

Other edits

PE7661z Personal Fitness (all Quarter)

Update: Students may now receive 2.5 credits for completing the course. Previously, completing the course was 1.25 credits.

Courses Removed:

Performing Arts	PA9236z	Ukele	Lack of Interest
Performing Arts	PA9234z	Rock Band	Lack of Interest
Science	SC7285Z	Scientific Breakthroughs	Lack of interest
Family and Consumer Science	SC6305Z	Culinary Arts and Hospitality Internship	lack of interest.
Physical Education	PE7804Z	Indoor/Outdoor Rock Climbing	Expansion of other programs.



Town of Arlington, Massachusetts

8:30 PM Review Draft Calendar for 2016-2017 School Year

ATTACHMENTS:

Type	File Name	Description
▢ Reference Material	2016-2017_draft_calendar.pdf	2016-2017 Draft Calendar

AUGUST 2016				
M	T	W	Th	F
29	30	T		

SEPTEMBER (19 days) 2016				
M	T	W	Th	F
			T	
H	S	7	8	9
12	EE	14	15	16
19	EE	21	22	23
26	EE	28	29	30

OCTOBER (18 days) 2016				
M	T	W	Th	F
N	EE	5	6	7
H	EE	N	13	14
17	EE	19	20	21
24	EE	26	27	28
31				

NOVEMBER (18 days) 2016				
M	T	W	Th	F
	EE	2	3	4
7	PDN	9	10	H
14	EE	16	17	18
21	EE	**23	H	N
28	EE	30		

DECEMBER (17 days) 2016				
M	T	W	Th	F
			1	2
5	EE	7	8	9
12	EE	14	15	16
19	EE	21	22	23
H	V	V	V	V

JANUARY (20 days) 2017				
M	T	W	Th	F
H	EE	4	5	6
9	EE	11	12	13
H	EE	18	19	20
23	EE	25	26	27
30	EE			

T= Teachers Return
August 31 & September 1, 2016

S = First Day of School Grades 1-12
Tuesday, September 6, 2016

Kindergarten & Preschool First Day
September 12, 2016

PDN= Professional Development No
School Students - Election Day
November 8, 2016

****Thanksgiving Break**
November 23, 2016 @12 noon

Arlington High School Graduation
Saturday, June 3, 2017

TBD:

EA: Early Release Days All Levels

EE: Early Release Elementary
Every Tuesday at 1:00 PM
(Lunch will be served)

EMS: Early Release Elem & Middle
School

Arlington High School Evening
Conferences

EAC: Early Release All Conferences

Ottoson Middle School Evening
Conferences

Ottoson Middle School Morning
Conference

Elem Grades K-5 Evening
Conferences

EEC: Early Release Elem
Conferences

FEBRUARY (15 days) 2017				
M	T	W	Th	F
		1	2	3
6	EE	8	9	10
13	EE	15	16	17
H	V	V	V	V
27	EE			

MARCH (23 days) 2017				
M	T	W	Th	F
		1	2	3
6	EE	8	9	10
13	EE	15	16	17
20	EE	22	23	24
27	EE	29	30	31

APRIL (14 days) 2017				
M	T	W	Th	F
3	EE	5	6	7
10	EE	12	13	N
H	V	V	V	V
24	EE	26	27	28

MAY (22 days) 2017				
M	T	W	Th	F
1	EE	3	4	5
8	EE	10	11	12
15	EE	17	18	19
22	EE	24	25	26
H	EE	31		

JUNE (14 days) 2017				
M	T	W	Th	F
			1	2
5	EE	7	8	9
12	EE	14	15	16
19	EE	21	22	23
26	27	28	29	30

T: Teachers Only
S: Students First Day of School, Grade 1-12
N: No School
PDN: Professional Development Day Teachers Only
H: Federal Holiday
V: Vacation

EE: Early Release Elementary Every Tuesday's @ 1:00
EA: Early Release All Levels
EMS: Early Release Elem & Middle
EEC: Early Elem Release Conferences
EAC: Early Release All Levels Conferences
TBD: To Be Determined

June 20, 2017 is 180th day

June 27, 2017 is 185th day w/5 snow days

* School Committee meetings @ 6:30 p.m.

Arlington Public Schools 2016-2017 School Calendar Religious Observances

Arlington is enriched by the cultural and religious diversity of its community and teaching staff.

The Arlington School Committee publishes this list to inform our community of days in which students and staff may be participating in observances with their families. Parents should inform teachers when observances may conflict with school activities, or if a holiday is not listed.

Monday, September 05, 2016	Labor Day	National holiday
Sunday, September 11, 2016	Eid al-Adha	Muslim
Sunday, October 02, 2016	Muharram	Muslim
Monday, October 03, 2016	Rosh Hashanah	Jewish holiday
Monday, October 10, 2016	Columbus Day	National holiday
Wednesday, October 12, 2016	Yom Kippur	Jewish holiday
Monday, October 17, 2016	First Day of Sukkot	Jewish holiday
Monday, October 24, 2016	Shmini Atzeret	Jewish holiday
Tuesday, October 25, 2016	Simchat Torah	Jewish holiday
Sunday, October 30, 2016	Diwali/Deepavali	Observance
Monday, October 31, 2016	Halloween	Observance
Tuesday, November 01, 2016	All Saints' Day	Christian
Wednesday, November 02, 2016	All Souls' Day	Christian
Friday, November 11, 2016	Veterans Day	National holiday
Thursday, November 24, 2016	Thanksgiving Day	National holiday
Thursday, December 08, 2016	Feast of the Immaculate Conception	Christian
Saturday, December 24, 2016	Christmas Eve	Observance, Christian
Sunday, December 25, 2016	Chanukah/Hanukkah (first day)	Jewish holiday
Sunday, December 25, 2016	Christmas Day	National holiday, Christian
Monday, December 26, 2016	Kwanzaa (until Jan 1)	Observance
Saturday, December 31, 2016	New Year's Eve	Observance
Sunday, January 01, 2017	New Year's Day	National holiday
Friday, January 06, 2017	Epiphany	Christian
Monday, January 16, 2017	Martin Luther King Day	National holiday
Monday, February 20, 2017	Presidents' Day	National holiday
Wednesday, March 01, 2017	Ash Wednesday	Christian
Sunday, March 12, 2017	Purim	Jewish holiday
Sunday, April 09, 2017	Palm Sunday	Christian
Tuesday, April 11, 2017	Passover (first day)	Jewish holiday
Thursday, April 13, 2017	Holy Thursday	Christian
Friday, April 14, 2017	Good Friday	Christian
Sunday, April 16, 2017	Easter Sunday	Observance, Christian
Sunday, April 16, 2017	Orthodox Good Friday	Orthodox
Sunday, April 16, 2017	Orthodox Easter	Orthodox
Monday, April 17, 2017	Patriot's Day	Observance
Tuesday, April 18, 2017	Last Day of Passover	Jewish holiday
Monday, May 29, 2017	Memorial Day	National holiday
Wednesday, May 31, 2017	Shavuot	Jewish holiday



Town of Arlington, Massachusetts

9:00 PM Consent Agenda

Summary:

Approval of Warrant: Warrant Dated 12/17/2015 Warrant # 16093, Total Warrant Amount \$395,073.91

Approval of Minutes: Approval of Draft Minutes from 12/10/2015 and 12/17/2015.

ATTACHMENTS:

Type	File Name	Description
▢	Reference Material 12_17_2015_School_Committee_minutes.docx	Draft Minutes December 17, 2015
▢	Reference Material WARRANT_16093.pdf	Warrant 16093

*Arlington School Committee
School Committee Meeting
Thursday, December 17, 2015
6:30 PM*

*Draft Agenda
Arlington High School
School Committee Room, 6th Floor
869 Massachusetts Avenue
Arlington, MA*

Present: Paul Schlichtman, Chair, Jennifer Susse, Vice Chair, Jeff Thielman, Secretary, Mr. Pierce, Kirsi Allison-Ampe, MD and Mr. Hayner

Kathleen Bodie, Superintendent of the Schools, Laura Chesson, Assistant Superintendent's, Diane Johnson, Chief Financial Officer, Rob Spiegel, Human Resource Director, Alison Elmer, Special Education Director, Siobhan Foley Karen Fitzgerald

Absent: Ms. Starks

Ms. Johnson arrived: 8:00 p.m.

Mr. Pierce exited the meeting 9:25 p.m.

Open Meeting

Mr. Schlichtman opened the meeting and welcomed everyone back to the School Committee Room. The Artwork presented was from the Menotomy Preschool students.

Public Participation

Ms. Siobhan Foley, 3rd grade teacher Thompson, and VP AEA introduced Ms. Liz Higgins, Ms. Christine Brayfield, Ms. Julia Keys, Ms. Valarie Sorenson, and Ms. Linda Hanson who were all speaking tonight for district budget requests.

Ms. Higgins, read the following requests for Elementary:

- *More TA Support when classes go over 25*
- *Full time TA's in K – first priority*
- *Grade level TA's not tied to Special Education needs Concern: TA's often pulled to cover for subs*
- *Better pay for qualified classroom TA's and SPED TA's*
- *More Technology Support*
- *Instructional technology teachers to work with students*
- *More iPads and other technology hardware (dongles, apple TV's, speakers, wireless keyboards)*
- *More IT support*
- *Academic and Social/Emotional Support*
- *Additional special education professional teacher support*
- *Math support for upper grades*
- *Math support for Kindergarten*
- *Comprehension support for upper grades*
- *More literacy coaches to match math coach model*
- *More social work support*
- *Classroom teachers to maintain class sizes below 25*
- *Curriculum Materials and Support*
- *FOSS science kits for each teacher*

- Additional books to complement new reading units, additional guided reading books, and nonfiction books
- More professional development – especially bringing outside consultants into the district
- Other/Miscellaneous
- Key cards for entering the building at all elementary schools
- Sinks in the cafeteria for student use (recess then lunch)
- Another modular classroom for Stratton during the rebuild for music
- Money for creative seating options to support collaboration

Ms. Brayfield read the following statement:

I am here this evening to address the issue of “double gym classes”. While there has been the need for a few double gym classes in the past in one or two schools, the combination of the weekly early release time on Tuesday, and the enrollment growth, have led to a substantial increase in the need to double up and have two gym classes, each with their own teacher, running simultaneously in the gym. There are currently 33 doubled up gym sessions at the elementary level, with Peirce having the least at one, and Brackett and Dallin having the most at 7 apiece.

While there are good weather days when one class can be outside and the other inside, there are many days of the year when both classes need to share the gym space. The PE teachers have been doing their best to be creative, but having 45 – 59 bodies in one space presents many challenges.

Double classes are not ideal for teaching and learning. It has been difficult for us to follow our curriculum because we don’t currently have twice the amount of equipment needed to effectively teach each unit in the curriculum. We are being forced to either deviate from our curriculum or have children wait a long time for a turn.

Student safety is another concern. With so many children in the gymnasium at once, there is a higher risk of injury. While we do teach body awareness and appropriate movement within their own personal space, some children have had trouble following these guidelines in the smaller space they have at their disposal with the double classes.

Whether it is a Kindergarten or 5th grade double class, each has its own challenges. Smaller children pose a noise/management issue along with the difficulty of establishing routines and calm transitions, while 5th graders pose a space and equipment challenge. Many children also have sensitivity to noise, and no matter how well behaved, 50 students simply make more noise than 25. One PE teacher has even spoken to their principal regarding sound reducing panels for the gymnasium to help with this issue.

I want to close with a request to add additional PE teachers next year – both to meet the increased enrollment, and to deal with the early release Tuesday schedule. Technically, there are 43 available teaching blocks during the week if the gym is utilized at all times, but due to the fact that teachers are shared between buildings, and there is little wiggle room in the schedules, principals have been forced to go to the double sessions. 43 periods, with the gym occupied at all times, would mean that only the largest school right now, Brackett, would have the need for a double session. With more PE FTE’s, principals would have more flexibility in how they create their specialist schedules, thus decreasing the need for double sessions. We would really appreciate your support in this area.

Ms. Keys, suggested the following budget requests for the Ottoson Middle School

- More staff to address rising enrollment (60+ more students = 3 new staff, equitably)
- More special ed staff especially in small group programs. Support for these students in mainstream classes.

- Full time science director
- More world language staff so kids can get first choice language
- Wi-Fi improvements
- Security upgrades to enable door locking in “lockdown” situations: dead bolts for doors and pull down shades for windows that go into the hallway

Ms. Valarie Sorenson suggested the following budget request for the high school and noted more requests could come after the AHS faculty meeting on Friday, December 18th:

- Staff, staff, staff, and full time secretary, in the dean’s office
- Working Wi-Fi
- Usable bathrooms and facilities upgrades

Ms. Linda Hanson, President of the AEA, gave her final remarks on PARCC and said with the recent updates on the conversations on MCAS and PARCC with the AEA Board of Directors she has decided to support PARCC in the spring of 2016. She would like the communication on switching to PARCC to be clear and consistent to every teacher and parent/guardian and appreciates the conversations with the administration and the School Committee members.

FY 17 Budgetary Needs of Elementary Principals and Special Education Department

The following Elementary Principals attended the meeting tonight: Thad Dingman, Dallin Elementary School, Karen Donato, Thompson Elementary School, Mark McAneny, Bishop Elementary School, Karen Hartley, Peirce Elementary School, Michael Hannah, Stratton Elementary School, Stephanie Zerchykov, Brackett Elementary School, and Kristin DeFrancisco, Hardy Elementary School spoke and began the meeting by thanking and giving an update on how they have used the resources that were prioritized in our budget requests last year.

Ms. DeFrancisco spoke on behalf of the principals and said maintaining the full time social worker position at each elementary school has been something that has allowed each school principal to ensure that our students’ social emotional wellness is supported. Social workers have been able to not only see students individually and in small groups, but also have been able to lead social thinking lessons in general education classrooms that help students learn ways to self-regulate and access curriculum more effectively. In addition, social workers have been able to co-treat students with OT providers and even special educators. This holistic approach allows students to practice skills in authentic settings.

Last year, we highlighted the need for more relevant, STEM (Science Technology Engineering and Math) focused learning experiences for our students in the elementary grades. By supporting the purchase and implementation of new curriculum, you have helped us to bring FOSS (Full Option Science System) to elementary students in first, second, and third grade. New units of study are well underway and teachers have received professional development to aid in their instruction. As a result, students are engaged in hands-on, inquiry based science opportunities aligned to Next Generation Science Standards. Children are building parachute system to study air resistance, designing solutions to real life design problems, and developing a concrete understanding of engineering. We look forward to the next phase of implementation for our 4th and 5th graders next school year.

By granting our request to increase Teacher Assistant salaries this year, we feel that we are able to maintain the teacher assistants that we have worked hard to integrate into our learning communities. Our teaching assistants are being asked to learn about all that is required to support the school cultures that we have. They work with the greatest amount of students in the building. They help to support students in all areas of the building and during all subject areas. Often times, our building teacher

assistants are needed to be the most flexible staff members in the building. This is truly why we feel we need to show our TA's how much we value their important work and appreciate your help to do just that.

Last, we were able to keep class sizes down for most classrooms and in most schools. As stated during our asks last year, small class sizes are allowing teachers to meet the district goal of providing inquiry based, differentiated experiences for all of our students. With projected enrollment growth in Arlington, we all will need to be sure to continue watching this closely and working to maintain the manageable class sizes that you helped us to finance last year.

Ms. DeFrancisco noted as we move into thinking about next year, we have still kept our district goals in mind and are requesting support based on fulfilling these goals, as well as continuing to build on the momentum we are seeing based on investments that our town has made in the elementary school programming.

Our staff and community are committed to a system in which all students meet high standards. This requires continued support for our teachers in implementing rigorous standards based curriculum and instruction as well as our students receiving the extra supports needed when necessary to meet these standards. The Arlington Community has come to expect this for their children as well they should.

We have been very mindful at looking at data around our students with the highest need. Due to enrollment growth, this high needs group has grown. For example, for the first time the Bishop Elementary School has been recognized with a high needs subgroup. This means the high needs group of students is large enough to document.

As we look across our accountability data, we see our most noticeable achievement gap developing with students in high needs populations and their ability to meet yearly growth targets. What we are also seeing is a direct connection between rising enrollments, which is creating a resource gap directly tied to this high needs group.

For clarification, a high needs student belongs to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or economically disadvantaged students. For a school to be considered to be making progress toward narrowing proficiency gaps, the cumulative PPI for both the all students group and high needs students must be 75 or higher. In short, in order to stay committed to the high standards to which the community and our students have become accustomed, and to support the growing high needs students due to increased enrollment growth, we are asking for financial support in the following areas.

We ask that we are able to sustain the resources given to support last year's requests that were discussed at the opening of our presentation. Those are full time social worker in each school building, STEM curriculum, and increased salary for teaching assistants. This will continue to help meet our goals for this year.

As you all know, our Tools of the Mind program is a rigorous full day academic curriculum replacing a curriculum that emphasized morning academic programming. In order to implement this curriculum with integrity, a great deal of both academic and social emotional supports is needed. This program currently operates with a part time TA and this is not enough support. It is important that our students' first year with us serve as a foundation in developmentally appropriate rigor which we expect to grow vertically. Teachers are certainly not able to implement with the same rigor in the afternoon without an assistant. To this end, we are again asking for full time teaching assistants in Kindergarten to support the delivery of the Tools of the Mind program with integrity and high quality for all students as it is meant to serve as foundation for future grade levels.

Due to increased enrollment, we find ourselves servicing a larger number of students, and we need adequate resources to support these children. Currently, we do not have the staff to address the sheer number of students being identified for support, both through special education and intervention.

We know that best practice and research support a system where students experience the majority of their learning in their general education classrooms. In order to see this model rise to its fruition, we need to consider the rising caseloads of our learning specialists. They are keeping up with service commitments for students on IEP's, writing and maintaining all individualized plans for their students, attending all required team meetings, and attending meetings to be part of the RTI process for all children. Learning specialists are doing all this while keeping abreast of the curriculum and curriculum changes at up to three grade levels. This is quite a mammoth task.

We would like to see our learning specialists be a more intimate team with eight or less teachers and no more than two grade levels. This would allow more common planning time, more co-teaching, more thoughtful differentiation at the beginning of each curricular unit to assist our high needs subgroup students. To this end, we are asking for four additional specialists, with each having a TA to support, in order to address the need to build teacher capacity to adequately service students with diverse high needs.

As part of our support plan for teachers and students, we are exploring and beginning implementation of a coaching program in Arlington. Currently, both literacy and math coaches work with teachers to build their capacity as they educate a wide range of learners. The idea behind coaching is to help all staff members deliver a high quality curriculum that will meet the needs of all students. Coaches help to support the differentiation and delivery of instruction. They help to develop rigor, and build the capacity of teachers and special educators.

In addition, a group of educators consisting of math coaches, literacy coaches, principals, mentor teachers and Dr. Chesson are working to strengthen this program with the help of a distributed leadership workshop orchestrated by the Department of Education and consultants Education Delivery Institute. This work will help us to implement this program with success and allow the program to grow. Due to enrollment growth, our ability to afford all schools this coaching model is becoming more difficult. An increase in coaching staff will make our resources commensurate across the district. To that end we support the district vision for increasing coaching staff at the elementary level as outlined by Dr. Chesson.

In order to avoid stalled implementation and leverage our investment so far, we are looking to continue our professional development around and acquisition of FOSS Science Curriculum. This curriculum has started what has been a need in our elementary schools and asked for by our communities, for quite some time. Next year, we need to complete the implementation in first through fifth grade. To that end, we are requesting funding to continue the implementation of the updated FOSS science curriculum at all elementary schools.

We also hope to start a three year plan to overhaul the elementary mathematics curriculum. The new curriculum is aligned to the new common core state standards, in both process and content. Our request includes funding for mathematics curriculum updates for Kindergarten through grade two. This curriculum is common core aligned and supports differing types of learners.

You will see on your budget sheet that we are asking for a variety of much needed curriculum materials. These include Lucy Calkins kits for new classrooms, LLI kits for schools that don't have them, math manipulatives and non-fiction reading materials aligned with the common core state standards.

In closing, the elementary school principals are looking to continue building small grade level teams of educators that include, classroom teachers, special educators and their TA's, math and literacy coaches, social work support, and additional support staff. With this in place, it will be our goal to build the capacity of all who work with our students so that they may provide rigorous opportunities for students in which all are able to engage and access successfully.

They hope that in speaking with the committee tonight they understand how important it is to be mindful of our enrollment growth and that we feel it our responsibility to be proactive around this growth so that we can continue to give the Arlington Community the high quality education they have come to expect from us as a school district. We feel that momentum around these initiatives is key, and when we are unable to support and keep up the momentum, it derails students, teachers and administrators. We know that with your support around these initiatives we will be able to sustain momentum and provide a rigorous, equitable education for all types of learners. School committee members, we thank you for the opportunity to speak with you this evening. We are all happy to answer any questions you may have about these requests as well as how we are using our resources around last year's requests.

School committee members, open up and passionate about what the principals do, and what Arlington does, and we want to maintain initiatives, to be able to give kids their best. And they are mindful on how things were presented. The committee members thanked all the principals for the comments and for the work they do for their own children, and appreciate the support the principals provide to their classroom teachers, special education teachers, math coaches, and for the rigorous curriculum they provide for Arlington students. Dr. Bodie, Mr. Coleman, and Mr. Weathers spoke on the needs of their departments, the FTE's needed and to increase the curriculum line items for additional science kits, and invited the committee members to visit classrooms or to have students provide demonstration on science lessons. After the budget requests were discussed Paul asked if the principals have comments on PARCC or MCAS? Kristen, Thad and Matt all echoed that after speaking with staff and the leadership team they agree to move to PARCC in the spring of 2016 then see what happens in 2017/2018. Everyone agrees to first test the technology piece of PARCC before committing the test is all computer based testing. A few of the committee members noted the capacity issue at Thompson Elementary school are on board with the motion after Ms. Susse noted that the town uses a formula which is not based on our districts need. The committee strongly believes to advocate for the education of Arlington students and for the promise they made to the voters to maintain services and to meet the increased enrollment. That's what this motion is about.

Dr. Allison-Ampe moves that the full School Committee direct the Superintendent to put forward to the Town Manager and the Long Range Plan committee a number that communicates the full scope of APS needs. This is envisioned as full "asks" minus anticipated revenue. She may also submit a lower number ("asks," pared down) and/or new proposals for enrollment growth factor if she so desires. All communications should include the message that the School Committee has not yet discussed nor voted on the budget proposal, seconded by Mr. Hayner.

Voted 6-0

A few of the committee members noted that they just received the information today but are on board with the motion after Ms. Susse noted that the town uses a formula which is not based on our districts need. The committee strongly believes to advocate for the education of Arlington students and for the promise they made to the voters to maintain services and to meet the increased enrollment.

Special Education Director: Alison Elmer introduced her team and provided the priorities for the Special Education department in 2016/2017. Early Childhood Coordinator: Joyce Schlenger, Elementary

Coordinators: Chris Carlson & Jill Parkin, Middle School Coordinator: Martha Wall, and High School Coordinator: Lynne Bennet.

Good evening Mr. Chair and School Committee members. We'd like to thank you for this opportunity tonight and hope to use this time to briefly highlight our priorities for the upcoming 2016-17 school year and answer any questions you may have about these identified areas of need.

We'd like to begin by thanking you for support of our requests in the FY16 budget, which included maintenance of the full-time social workers at each elementary school and the three district-wide Board Certified Behavior Analysts (BCBAs) and the accompanying behavioral support personal (BSPs,) as well as the addition of the 0.5 FTE school psychologist at Ottoson Middle School. I would also like to highlight the creative and fiscally responsible ways in which we have been able to strengthen the depth and quality of special education programming over the last year. Through the reallocation of resources, we were able to add a full-time Teacher of the Visually Impaired and Orientation and Mobility (TVI/O&M,) a service for which we previously contracted and we were also able to add a full-time Speech Language Pathology Assistant (SLP-A), in place of a 0.5 FTE Speech Language Pathologist (S/LP) allowing us to meet compliance requirements for speech and language services while keeping spending neutral.

As you have heard repeatedly from both the school department and Dr. McKibben's report our enrollment is increasing and with this we have seen an increase in our high needs students. While this group consists of students receiving special education services, English Language Learners, and those that are economically disadvantaged, we know from our department figures that the special education population, specifically, is increasing (fig. 1).

Fig. 1

June SIMS Reports

June 2015: Total = 934 (age 3-5 = 96 / age 6-21 = 838)

June 2014: Total = 878 (age 3-5 = 83 / age 6-21 = 795)

June 2013: Total = 856 (age 3-5 = 90 / age 6-21 = 766)

October SIMS Reports

October 2015: Total = 834 (age 3-5 = 83 / age 6-21 = 746)

October 2014: Total = 838 (age 3-5 = 95 / age 6-21 = 743)

October 2013: Total = 812 (age 3-5 = 95 / age 6-21 = 717)

In order to keep up with the increasing needs of this sub-group and what we are required to provide under state and federal law, we are requesting a 4.0 FTE increase to the elementary learning specialist positions to be distributed across four of the seven elementary schools, so that all schools have three of these specialists.

We know that looking at learning specialists' caseloads and service delivery grids does not give a complete picture of the entirety of their roles. From a purely compliance standard you can see that we will be unable to meet the service requirements outlined in the student IEPs without this increase (Fig 2). This does not account for meeting time, report writing, or assessment. Nor do these figures account for the time spent providing support to general education students through Response to Intervention (RTI). If we are to meet the needs of the entire high needs population and provide the level of service this community has come to expect, we must work as part of a cohesive team that consists of general educators, learning specialists, coaches, and interventionists. This need was also highlighted by the elementary principals in their requests to increase both coaching and learning specialist staff.

Fig 2

	Caseload (# of students)	% of School Pop	Pull –out (C grid) hrs	Push-in (B grid) hrs	Total hrs by School	Total hrs by provider	Contractual hrs available
School A	39	9	24.5	71.5	96		44
LS 1	18		9.5	38.5		48	22
LS 2	21		15	33		48	22
School B	45	12	11.5	120	131.5		66
LS 1	14		2	34		36	22
LS 2	16		4.5	42		46.5	22
LS 3	15		5	44		49	22
School C	58	14	16.5	92.8	109.3		44
LS 1	27		7	48		55	22
LS 2	31		9.5	44.8		54.3	22
School D	45	11	12.5	63	75.5		44
LS 1	20		7	27.1		34.1	22
LS 2	25		5.5	36		41.5	22
School E	30	13	1.5	89	90.5		44
LS 1	17		0	47		47	22
LS 2	13		1.5	41.3		42.8	22
School F	42	14	33.5	75.1	108.6		44
LS 1	20		14.5	28.5		43	22
LS 2	22		19	46.5		65.5	22
School G	37	8	45.1	91.7	136.8		66
LS 1	15		21	53.3		74.3	22
LS 2	12		7	17		24	22
LS 3	10		17.1	21.4		38.5	22
					748.2	747.5	352

We are making a request for an additional 1.0 FTE school social worker at the Brackett Elementary School. Several years ago, when our in-district programs were developed, we created K-12 Specialized Learning Centers (SLC) for students identified with autism spectrum disorders, intellectual disabilities, and emotional impairments. At the time, tough decisions needed to be made about staffing as limited resources were available to service these high needs populations. We were able to provide full-time Licensed Clinical Social Workers (LCSW) to the programs servicing students with autism and emotional impairments. It is now time to provide similar resources to our elementary program for students with intellectual disabilities. Currently, there is a 1.0 FTE LCSW servicing all of the students at the Brackett

Elementary in general education, as well as special education students in the Learning Center and students in the SLC (Fig 3).

Fig. 3

School - SW	FTE	CASES - SPED	CASES - GEN ED
<i>Brackett</i>	<i>1.0</i>	<i>36</i>	<i>27</i>
<i>Dallin</i>	<i>2.0</i>	<i>30</i>	<i>11</i>
<i>Stratton</i>	<i>2.0</i>	<i>17</i>	<i>20</i>

Another area in which we are seeing an increase in enrollment is in our preschool population (Fig. 4). The Menotomy Preschool services special education students entitled to services under the IDEA, as well as tuition-paying general education students.

Fig. 4

<i>Special education students</i>	<i>September</i>	<i>June</i>
<i>2011-2012</i>	<i>29</i>	<i>35</i>
<i>2012-2013</i>	<i>23</i>	<i>36</i>
<i>2013-2014</i>	<i>24</i>	<i>37</i>
<i>2014-2015</i>	<i>30</i>	<i>40</i>
<i>2015-2016*</i>	<i>25</i>	<i>43</i>
<i>2016-2017**</i>	<i>25</i>	
<i>*as projected</i>		
<i>**projected with one move-in and possible EI placements</i>		

You will notice that while the numbers for special education students are lower in September, special education eligibility begins at the third birthday, so students are added across the school year. This year, based on existing enrollment and projected Early Intervention (EI) referrals we are expected to add 17 special education students to the preschool this year, substantially exceeding past year's figures. These projections do not include community students who may turn three this year and of whom we are unaware. To address this demand on both space and staffing, we have made a capital request to renovate existing office space into classroom space and we are requesting in the operating budget a 0.5FTE teacher increase and 2.0 FTE in teaching assistants (TAs).

At the high school level, we are requesting increases to our Speech and Language Pathologist allocation from the current 0.5FTE to a 1.0 FTE to meet our state and federal compliance requirements. We are also making a similar request to increase our Occupational Therapist allocation by a 0.5FTE for district-wide services. Dr. Janger spoke briefly the other night about the request for a 0.6FTE increase to our high school special education staffing so that we can provide content area specialists (Math, ELA, Social Studies, and Science) to our some of our most vulnerable and at-risk general education and special education students in the Millbrook Program.

Finally, you have heard over the years the repeated requests to fund higher teacher assistant salaries. We are specifically requesting Supported Learning Centers (SLCs) TAs be increased to the BSP level of pay. These individuals work with our highest need populations and are increasingly difficult to recruit, hire, and retain. With each turnover of staff, we not only invest financial resources, but teacher and specialist time into training staff for these specialized positions. You will also see this request made by

the middle school to promote all of their TAs to BSP level salaries, commensurate with the current high school practice.

We again thank you for your time and consideration. The committee asked for additional clarification if changing Teaching Assistant to BSB salary or job title, and noted that due to enrollment growth the conversation needs to be on space issues too. It was confirmed it would be a salary increase not a job description change.

PARCC or MCAS in spring of 2016 for Arlington Public School Vote

Mr. Thielman moved to direct the superintendent to notify DESE that we are going to use PARCC in the spring of 2016, seconded by Mr. Hayner.

Roll Call: Mr. Hayner Yes, Mr. Pierce Yes, Dr. Allison-Ampe Yes, Mr. Thielman Yes, Dr. Susse, Yes, Mr. Schlichtman Yes.

Voted 6-0, Ms. Starks absent

The committee members made the following statements on how they will vote.

Mr. Hayner suggested no testing for two years and noted he does not trust the commissioner of education and hopes the final test that comes out on MCAS 2.0 is nothing but PARCC.

Mr. Pierce said after hearing from administration tonight would like the school committee members to sign a letter to the legislation on opting out of testing, which would send a valuable message.

Dr. Allison-Ampe read the following message: I will be voting for Arlington to go with PARCC. Before we vote, I want to clearly explain my views. Last year I voted for MCAS. I had four major concerns: that our technology was inadequate for electronic testing, that we (at local and state levels) had inadequate say in the test that the test is timed, and that it was unclear what test the future would hold. I also hoped the additional months could be used so any testing change would not be a hurried and harried event. I think the vote to stay with MCAS last year had political power. There have been numerous changes to PARCC since the PARCC vs MCAS discussion began: Massachusetts has opted to go create their own test, most likely a version of PARCC, actual test questions are released for review, the amount of prescribed testing has dropped. However, I do not see that voting to stay with MCAS this year has the same political power. Another reason to stay with MCAS for 2015-16 was continuity of useful data that helps our schools. Going forward, given the changes in test composition and in testing population composition, I don't think the comparison data we will be getting from MCAS will be as solid or as useful. PARCC will also have issues but there will be a larger pool for comparison. A majority of our teachers have explained that they would prefer PARCC. This was not the case last year. A majority of our schools also favor PARCC this year. I think we need to give PARCC with the message that we are testing the test that the results of the test do not matter from an accountability standpoint. I have been asked: "but why give a test that you aren't going to count?" I think this question doesn't capture my intent. I want us to give a new test in the least stressful manner possible. By saying "it doesn't count," I don't mean we'll take the results and just throw them under a desk and ignore them. My hope and expectation will be that results will be looked at and we will work toward needed improvements, whether in testing equipment, testing prep, changes in curriculum, or pushing the state to improve the test. But it will be in an environment where our staff knows that their jobs are not on the line depending on the test results. (Not that they necessarily have been in the past).

I still have concerns about the PARCC test. Specifically, it's timed nature, developmental appropriateness, the amount of testing, etc. I also understand that PARCC's proponents see many advantages to it, including better alignment with Common Core, more rigorous questions, etc. When I look at the options we are being told we face in the near future, I see PARCC in both of them. I think in

the long run it would be more stressful for our students if we stick with MCAS now, and then have to change over to electronic PARCC-like testing with less or no time in a hold-harmless position from the state. What has not happened is discussion with parents and students. One of the additional reasons I voted no last year was to buy the administration some additional time to allow better discussions with parents. I am frustrated and disappointed that this has not happened, but I am not going to vote NO just because of this. The PARCC communication plan calls for a variety of notifications being sent to parents. I assume we will receive an updated list of when these notifications will be sent since dates have already passed and I don't see any notices yet. But the most important point is not yet included in the communication plan: that is, what type of message is being conveyed? I think it is vitally important that the administration have a clear message that we are doing a test of the test this year, and that the results of test do not matter. Finally, as I vote yes, I want to emphasize the two things I feel are most important: 1. We need a robust test of our ability to conduct a test electronically. By this, I mean we need to simultaneously test electronically the minimum number of schools that we would have to do if everyone was taking the test electronically. Given the constraints coming from the state, if a testing schedule can be created that only one school would have to be tested at a time, then one elementary school is enough. If a mock schedule showed there would have to be two schools testing simultaneously, then we need to do two schools at the same time. This will allow us to better evaluate our readiness and have information with which to inform our budget process next year. 2. We need to quickly and clearly communicate to parents and students and staff how the test is being viewed by the School Committee and the administration: that we are doing a test of the test this year, that results of test do not matter, to talk it down as best possible. We should also include the new expectation from state that 7th graders and beyond will have to pass electronic test to graduate from high school.

Mr. Thielman noted he favors PARCC and echo's Dr. Allison-Ampe on informing parents and having them to attend a meeting to ask questions. Dr. Bodie would like each school to have a say in if schools go paper or electronically with the test. The administration agrees that certainly the district would need to test the Wi-Fi and test the work before the actual testing starts. Jeff is also concerned that some students will be disadvantage if they take the test on paper, but Dr. Bodie assured him that students are very adaptable and training will be done with students and teachers. Ms. Susse spoke that she voted for MCAS last year but noted she like the direction we are going and likes MCAS 2.0 and said based on three things last year, teacher needed a break, parents would like to know what was happening and last year we were uncertain what was going to happen, will vote for PARCC this year. Jennifer feels this is a better test and that we should question the technology and see what happens. Mr. Schlichtman point out that we are making decision at the end of December and since we were told at the end of November we have pushed back the schedule and had three excellent discussion on the topic for the community members. The test will not count for accountability but will count for us on teachers and learning. He feels good about voting in the affirmative and said this is the right thing to do. Mr. Hayner asked Dr. Chesson to update the communication plan and communicate it to the parents and students.

Dr. Allison-Ampe move that the full school committee members authorize the chair to speak on PARCC on behalf of the full School Committee and that the messages that are going out about the PARCC Test goes to parents and the community, seconded by Mr. Hayner
Voted: 6-0

Discussion on Thompson School Capacity Issues

Dr. Bodie informed the committee members to review the McKibben Narrative Report for modifications on the enrollment report and provided the enrollment forecasts report too.

Dr. Bodie said the enrollment at the Thompson is at capacity for both Thompson and Hardy for the next few years. In the report the other elementary schools will remain flat and that Brackett Elementary hit is high point now and will go down over the years. It's still a large school but in terms to add classrooms,

we won't need to add additional classrooms per the report. A few options for Thompson are to add onto the space either with a permanent addition or permanent stackable modules, or move students from Thompson to another building. Moving students out of town is not an option, or even moving one classroom to the Gibbs, since educating students gets very complicated, with specialists too.

After hearing some options, and reasons why MSBA did not allow Arlington to add additional classrooms on the Thompson Elementary School when it was being rebuilt, Dr. Bodie recommends that we now add the permanent classrooms onto the Thompson Elementary School. Most members and Ms. Foley agree with the recommendation but Dr. Allison-Ampe explained that she would like to hear the updated forecast report from Dr. McKibben's tomorrow before supporting the recommendation. Mr. Thielman and Mr. Schlichtman agree strongly with the recommendation of Dr. Bodie and said it's a good first step. Mr. Hayner would like to direct members on the School Enrollment Committee what direction the School Committee members would like to go; therefore the following motion was made:

***Mr. Hayner motioned to move to endorse Superintendent Bodie's recommendation to add permanent construction at the Thompson Elementary School, seconded by Mr. Thielman
Voted: 5-0-1 Dr. Allison-Ampe Abstained.***

Vote to Hold Special School Committee Meeting on Thursday, January 7, 2016

After Ms. Susse explained how the Public Meeting on Enrollment Challenges will be structured then following motion was made:

***Ms. Susse, moved to Hold Special School Committee Meeting on Thursday, January 7, 2016 at Town Hall, seconded by Jud Pierce.
Voted: 6-0***

Superintendent's Report

Dr. Bodie congratulated the OMS and AHS students who performed in the concerts. Dr. Bodie informed the committee that the Middlesex Leagues Superintendents have had discussions on high school start times, and currently no recommendation at the present time but going forward this topic may be discussed and a recommending will be brought to the full School Committee.

Consent Agenda

Mr. Hayner voted to approve Consent Agenda, All items listed with an asterisk are considered to be routine and will be enacted by one motion. There will be no separate discussion of these items unless a member of the committee so requests, in which event the item will be considered in its normal sequence:

***Approval of Warrant: Approval of Accounts Payable Warrant Number 16087, dated 12/10/2015, Total Warrant Amount \$675,555.54, Approval of Minutes: None, seconded by Dr. Allison-Ampe.
Voted: 6-0***

Subcommittee & Liaison Reports & Announcements

Policies & Procedures Jud Pierce (Chair) said he will discuss the three policies which refer to principal salaries.

Budget Kirsi Allison-Ampe (Chair)nothing

Facilities Cindy Starks (Chair), In absences of Ms. Stark, Mr. Thielman said the subcommittee supports the Thompson School addition and announced future dates for the school enrollment task force on 12/22/2015 and 1/12/2015 before the next School Committee meeting on 1/14/2015.

District Accountability, Curriculum/Instruction & Assessment Jeff Thielman (Chair) a meeting will be planned before the next school committee meeting.

Community Relations Jennifer Susse (Chair) discussed the details on the public visionary meeting and lots of idea, and discussed the survey to parents and teachers on the school calendar.

Executive Session Minute Review Subcommittee Voted 5/28/2015

*Warrant Committee - Voted 4/9/2015 Bill Hayner (Chair)
School Enrollment Task Force*

The Consent Agenda was voted at this time, and Mr. Hayner announced his Polar Plunge on January 23, 2016 and that the students from Stratton 3rd graders held a Town Meeting.

Adjournment

Mr. Susse moved to adjourn at 9:30 p.m., seconded by Mr. Hayner.

Voted: 6-0

*Respectfully submitted by
Karen Fitzgerald
Administrative Assistant
Arlington School Committee*

APPROVAL OF ACCOUNTS PAYABLE

SC

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number	16093	Total Warrant Amount	\$395,073.91
Dated	12/17/15		

STATEMENT MADE UNDER THE PENALTIES OF PERJURY

Diane Fish Johnson 12/17/15
Superintendent of Schools / Chief Financial Officer

[Signature] 12-17-15
School Committee

[Signature] 12/17/15
School Committee

William Kuyper
School Committee

[Signature] 12/17/15
School Committee

APPROVAL OF ACCOUNTS PAYABLE

I / We certify that there is due to the vendors named within this Accounts Payable Warrant the amount set against their respective names, in payment for services performed to date.

Warrant Number
Dated

16093
12/17/15

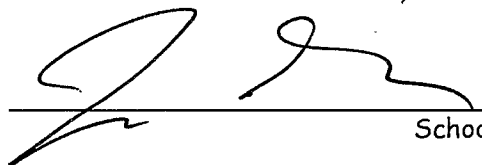
Total Warrant Amount

\$395,073.91

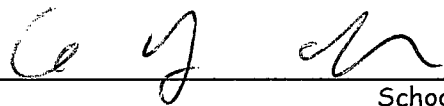
STATEMENT MADE UNDER THE PENALTIES OF PERJURY

 12/17/15

Superintendent of Schools / Chief Financial Officer

 12-17-15

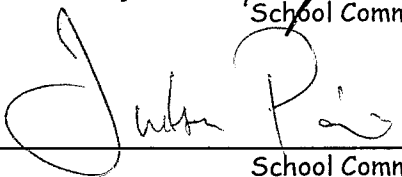
School Committee

 12/17/15

School Committee

 12/17/15

School Committee

 12/17/15

School Committee

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KATIE A. MEINELT

MIRIAM K. FREEDMAN
OF COUNSEL

November 5, 2015

Invoice Number ARLING 09000

Arlington Schools
869 Massachusetts Avenue
Arlington, MA 02174
Attn: Supt. Kathleen Bodie

6540 16 74061
02606905-83102-1430
20,000.00 - (L)
Retainer - 11-9/30/16 11-05-15
16093 12-17-15

TO
STONEMAN, CHANDLER & MILLER LLP

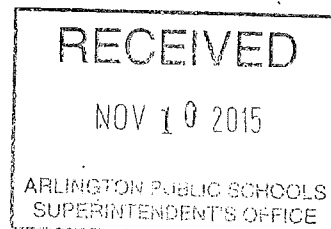
Tax Id # 04-2035171

RETAINER - LR, SPED & SL

Semi-annual retainer for professional services rendered for the
period January 1, 2016 to June 30, 2016.

\$20,000.00

Kathleen Bodie 11/14/15



PRELIMINARY

TOWN OF ARLINGTON

SC

DATE: 12/17/2015 WARRANT: 16093 AMOUNT: \$ 395,073.91

PAY TO EACH OF THE PERSONS NAMED IN THE ATTACHED WARRANT THE
SUMS SET AGAINST THEIR RESPECTIVE NAMES, AMOUNTING IN THE
AGGREGATE, AND CHARGE THE SAME TO APPROPRIATIONS OR ACCOUNTS
INDICATED.

TOWN MANAGER

COMPTROLLER

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16093 12/17/2015

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TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16093 12/17/2015

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TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16093 12/17/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
70693	CAM OFFICE SERVICES, I 1 02016507 85101 2430	00000	11107216	INV	12/17/2015	94284 59.50 Invoice Net 59.50	232842		
70693	CAM OFFICE SERVICES, I 1 02016507 85101 2430	00000	11107216	INV	12/17/2015	94266 175.74 Invoice Net 175.74	232843		
70693	CAM OFFICE SERVICES, I 1 02016507 85101 2430	00000	11107216	INV	12/17/2015	94265 642.98 Invoice Net 642.98	232845		
				CHECK	TOTAL	947.96			-----
31439	CANUEL, BETH 1 1336770 81112 6200	00000	11077716	INV	12/17/2015	SOCIAL DANCE 1 + 2 960.00 960.00 Invoice Net	232846		
				CHECK	TOTAL	960.00			-----
24670	CLINTON LIVERY, INC. 1 02816980 83301 3300	00000	7679916	INV	12/17/2015	NOV.2015-JD+LC 6,480.00 6,480.00 Invoice Net	233052		
				CHECK	TOTAL	6,480.00			-----
25897	COMBUSTION SERVICE COM 1 02756960 82414 4220	00000	653216	INV	12/17/2015	24494 1,781.00 1,781.00 FAC MAINT BOILER C.S Invoice Net	233266		
				CHECK	TOTAL	1,781.00			-----
31536	CORNEBISE, SAMANTHA 1 02816980 83301 3300	00000	7690516	INV	12/17/2015	REIMMILEGE-EDCO+DEAR 83.07 83.07 Invoice Net	233051		
				CHECK	TOTAL	83.07			-----
71080	COSTA FRUIT & PRODUCE 1 03034309 835001	00001	598716	INV	12/17/2015	3515404 2,161.94 2,161.94 FOOD SERV FOOD SERVI Invoice Net	233154		
71080	COSTA FRUIT & PRODUCE 1 03034309 835001	00001	598716	INV	12/17/2015	3515529 674.25 674.25 FOOD SERV FOOD SERVI Invoice Net	233155		
				CHECK	TOTAL	2,836.19			-----
31271	CROSS COUNTRY STAFFING 1 02456830 83101 2320	00000	7667116	INV	12/17/2015	511-2193671 896.00 896.00 SPED/MEDS PROF TECH Invoice Net	233053		
				CHECK	TOTAL	896.00			-----
71176	D'AGOSTINO'S DELI 1 03034309 835001	00000	660116	INV	12/17/2015	6515 120.14 120.14 FOOD SERV FOOD SERVI Invoice Net	233157		
				CHECK	TOTAL	120.14			-----

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
31875 DESTEFANIS, KARIN 1 1336780 81112	3520	00000 11104716	INV 12/17/2015	KIDZONE INSTRUCTIO	Invoice Net	RUNNING + FEE 678.00 678.00	232850		
						CHECK TOTAL	678.00		-----
16537 DEVEREAUX, WILLIAM 1 02026620 83804	3510	00000 11030216	INV 12/17/2015	ATHLE/ADMI ATHLETIC	Invoice Net	445228 18.00 18.00	232851		
						CHECK TOTAL	18.00		-----
31882 DOHERTY, BRIAN 1 02026640 83804	3510	00000	INV 12/17/2015	ATH/G/I.H. ATHLETIC	Invoice Net	8381 56.00 56.00	232943		
						CHECK TOTAL	56.00		-----
29365 DUGGAN MECHANICAL 1 02756960 82412	SERV 4220	00000 653016	INV 12/17/2015	FAC MAINT HVAC	Invoice Net	09297 404.00 404.00	233271		
29365 DUGGAN MECHANICAL 1 02756960 82412	SERV 4220	00000 653016	INV 12/17/2015	FAC MAINT HVAC	Invoice Net	09298 524.50 524.50	233272		
29365 DUGGAN MECHANICAL 1 02756960 82412	SERV 4220	00000 653016	INV 12/17/2015	FAC MAINT HVAC	Invoice Net	09299 280.00 280.00	233273		
29365 DUGGAN MECHANICAL 1 02756960 82412	SERV 4220	00000 653016	INV 12/17/2015	FAC MAINT HVAC	Invoice Net	09300 630.00 630.00	233274		
						CHECK TOTAL	1,838.50		-----
30868 DYMEK, JOHANNA 1 02456821 87101	2320	00000 7676616	INV 12/17/2015	SPED/CLINI BUS TRAVEL	Invoice Net	REIM MILEGE-NOV'15 28.18 28.18	233054		
						CHECK TOTAL	28.18		-----
25808 EDTECH SOLUTIONS, LLC 1 02456860 83101	2720	00000 7667216	INV 12/17/2015	SPED TEST PROF TECH	Invoice Net	848 1,750.00 1,750.00	233059		
						CHECK TOTAL	1,750.00		-----
71410 EDCO 1 02456575 87202	2357	00000 11063316	INV 12/17/2015	SPED/P.D. TRAINING	Invoice Net	1160624 270.00 270.00	232652		
71410 EDCO 1 02456575 87202	2357	00000 11063316	INV 12/17/2015	SPED/P.D. TRAINING	Invoice Net	1160604 2,850.00 2,850.00	232653		
71410 EDCO 1 02456575 87202	2357	00000 11063316	INV 12/17/2015	SPED/P.D. TRAINING	Invoice Net	1160462 1,500.00 1,500.00	232654		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
71410 EDCO				00000 7680916 INV	12/17/2015	1160582	233055		
	1 02456848 83201 9400			TUITION DY TUITION		4,984.74			
				Invoice Net		4,984.74			
71410 EDCO				00000 7689516 INV	12/17/2015	1160638	233056		
	1 02456848 83201 9400			TUITION DY TUITION		2,065.00			
				Invoice Net		2,065.00			
				CHECK TOTAL		11,669.74			-----
17253 EDUCATION, INC.				00000 7667316 INV	12/17/2015	267961	233057		
	1 02456857 83101 2310			SPED CONTR PROF TECH		75.00			
				Invoice Net		75.00			
17253 EDUCATION, INC.				00000 7667416 INV	12/17/2015	268010	233058		
	1 02456803 83101 2310			SPED/TUTOR PROF TECH		50.00			
				Invoice Net		50.00			
				CHECK TOTAL		125.00			-----
30028 CAPTURED MOMENTS, INC				00000 11059716 INV	12/17/2015	20787	232848		
	1 02026620 85104 3510			ATHLE/ADMI ATHL SUPPL		299.94			
				Invoice Net		299.94			
30028 CAPTURED MOMENTS, INC				00000 11059716 INV	12/17/2015	20799	232849		
	1 02026620 85104 3510			ATHLE/ADMI ATHL SUPPL		299.94			
				Invoice Net		299.94			
				CHECK TOTAL		599.88			-----
30402 EMPOW STUDIOS INC				00000 11104116 INV	12/17/2015	1222	232852		
	1 1336780 81112 3520			KIDZONE INSTRUCTIO		7,120.00			
				Invoice Net		7,120.00			
				CHECK TOTAL		7,120.00			-----
71489 TED RILEY CO., INC				00000 565016 INV	12/17/2015	14414	233275		
	1 02756960 83802 4220			FAC MAINT ENVIRONMEN		1,500.00			
				Invoice Net		1,500.00			
				CHECK TOTAL		1,500.00			-----
70501 EVERSOURCE				00001 654316 INV	12/17/2015	12/10/15-OTTOSON	233257		
	1 02756960 82103 4130			FAC MAINT POWER ELEC		5,299.22			
				Invoice Net		5,299.22			
				CHECK TOTAL		5,299.22			-----
31871 FAHEY, NICOLE				00000 INV	12/17/2015	REFUND TRACK	232699		
	1 143 7289			ATHLETIC F MISC REV		200.00			
				Invoice Net		200.00			
				CHECK TOTAL		200.00			-----
21724 FANTINI BAKING CO., IN				00000 599916 INV	12/17/2015	Y158617	233159		
	1 03034309 835001			FOOD SERV FOOD SERVI		97.10			
				Invoice Net		97.10			
				CHECK TOTAL		97.10			-----

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23827 FARAH ENTERPRISES, INC	00000 660716 INV 12/17/2015					125	233163		
1 03034309 835001	FOOD SERV FOOD SERVI					320.00			
	Invoice Net					320.00			
				CHECK	TOTAL	320.00			-----
31873 FOSTER, ELEANOR	00000 11104516 INV 12/17/2015					SING,SING,SING 10/29	232853		
1 1336770 81112 6200	ADULT ED INSTRUCT					125.00			
	Invoice Net					125.00			
				CHECK	TOTAL	125.00			-----
17173 GARMENT MACHINERY CO.,	00000 11098316 INV 12/17/2015					99354	232854		
1 02026620 83804 3510	ATHLE/ADMI ATHLETIC					323.36			
	Invoice Net					323.36			
				CHECK	TOTAL	323.36			-----
31874 GOFF, BRADLEY	00000 11104616 INV 12/17/2015					SING,SING,SING 10/29	232855		
1 1336770 81112 6200	ADULT ED INSTRUCT					125.00			
	Invoice Net					125.00			
				CHECK	TOTAL	125.00			-----
71823 GRAINGER	00001 650816 INV 12/17/2015					9904009041	233276		
1 02756960 84308 4220	FAC MAINT ELECTRICAL					264.00			
	Invoice Net					264.00			
				CHECK	TOTAL	264.00			-----
21209 GYM SERVICES, INC.	00000 641816 INV 12/17/2015					151112-012	232857		
1 02366710 83101 2110	C&I HEALTH PROF TECH					186.50			
	Invoice Net					186.50			
				CHECK	TOTAL	186.50			-----
26946 HEINEMANN	00002 10852516 INV 12/17/2015					6561866	232700		
1 02096506 85103 2415	ELEM EDUC INSTRUCT					1,089.00			
	Invoice Net					1,089.00			
				CHECK	TOTAL	1,089.00			-----
20160 HEINEMANN PROFESSIONAL	00002 11041716 INV 12/17/2015					6562085	232858		
1 02246506 85106 2410	ELEM EDUC TEXTBOOKS					115.50			
	Invoice Net					115.50			
				CHECK	TOTAL	115.50			-----
21828 HENLEY ENTERPRISE	00000 7677316 INV 12/17/2015					145480	233060		
1 02816970 84802 3300	TRANS ED VEHICLE RE					52.69			
	Invoice Net					52.69			
				CHECK	TOTAL	52.69			-----
31400 HERSCOVITCH,BRANDON	00000 7666216 INV 12/17/2015					RR24-2015	233041		
1 02456821 83101 2320	SPED/CLINI PROF TECH					837.50			
	Invoice Net					837.50			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	837.50		-----
31870 JARAMILLO, MARIA ISABE	00000 11076816 INV 12/17/2015					LERN SPNISH10/1-12/3	232859		
1 1336770 81112 6200	ADULT ED INSTRUCT					560.00			
	Invoice Net					560.00			
						CHECK TOTAL	560.00		-----
72233 JUDGE BAKER CHILDREN'S	00001 7670316 INV 12/17/2015					NOV265	233061		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
72233 JUDGE BAKER CHILDREN'S	00001 7673016 INV 12/17/2015					NOV268	233062		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
72233 JUDGE BAKER CHILDREN'S	00001 7673616 INV 12/17/2015					NOV269	233063		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
72233 JUDGE BAKER CHILDREN'S	00001 7671416 INV 12/17/2015					NOV266	233064		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
72233 JUDGE BAKER CHILDREN'S	00001 7671616 INV 12/17/2015					NOV267	233065		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
72233 JUDGE BAKER CHILDREN'S	00001 7675416 INV 12/17/2015					NOV270	233066		
1 02456848 83201 9300	TUITION DY TUITION					7,392.78			
	Invoice Net					7,392.78			
						CHECK TOTAL	44,356.68		-----
27771 KAUFMANN, JULIE	00000 11076316 INV 12/17/2015					LINE DANCING 9/23-12	232862		
1 1336770 81112 6200	ADULT ED INSTRUCT					581.25			
	Invoice Net					581.25			
						CHECK TOTAL	581.25		-----
31000 KEANE, CHERYL	00000 11104216 INV 12/17/2015					ZUMBA 9/21-12/7/15	232861		
1 1336770 81112 6200	ADULT ED INSTRUCT					440.00			
	Invoice Net					440.00			
						CHECK TOTAL	440.00		-----
25736 KIDIK, KENNETH R.	00000 INV 12/17/2015					8386	233249		
1 02026626 83804 3510	ATHL/HOCKE ATHLETIC					56.00			
	Invoice Net					56.00			
						CHECK TOTAL	56.00		-----
72363 LABBB COLLABORATIVE	00000 7667816 INV 12/17/2015					2162298	233067		
1 02456848 83201 9400	TUITION DY TUITION					4,524.30			
	Invoice Net					4,524.30			
72363 LABBB COLLABORATIVE	00000 7668016 INV 12/17/2015					2162598	233068		
1 02456848 83201 9400	TUITION DY TUITION					5,052.96			
	Invoice Net					5,052.96			

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72363	LABBB COLLABORATIVE	00000	7668116	INV	12/17/2015	2162296	233069		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7668216	INV	12/17/2015	2162516	233070		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7668416	INV	12/17/2015	2162297	233071		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			
72363	LABBB COLLABORATIVE	00000	7669116	INV	12/17/2015	2162295	233072		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7669216	INV	12/17/2015	2162294	233073		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7669316	INV	12/17/2015	2162515	233074		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7670216	INV	12/17/2015	2162293	233075		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			
72363	LABBB COLLABORATIVE	00000	7670616	INV	12/17/2015	2162292	233076		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7671216	INV	12/17/2015	2162291	233077		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7671316	INV	12/17/2015	2162290	233078		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			
72363	LABBB COLLABORATIVE	00000	7671716	INV	12/17/2015	2162289	233079		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7672316	INV	12/17/2015	2162288	233080		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			
72363	LABBB COLLABORATIVE	00000	7672916	INV	12/17/2015	2162513	233081		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7673516	INV	12/17/2015	2162512	233082		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7673916	INV	12/17/2015	2162287	233083		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
72363	LABBB COLLABORATIVE	00000	7674116	INV	12/17/2015	2162286	233084		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
72363	LABBB COLLABORATIVE	00000	7674216	INV	12/17/2015	2162511	233085		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7674416	INV	12/17/2015	2162285	233086		
	1 02456848 83201 9400			TUITION DY	TUITION	5,104.08			
				Invoice Net		5,104.08			
72363	LABBB COLLABORATIVE	00000	7674516	INV	12/17/2015	2162510	233087		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7674616	INV	12/17/2015	2162603	233088		
	1 02456848 83201 9400			TUITION DY	TUITION	3,461.60			
				Invoice Net		3,461.60			
72363	LABBB COLLABORATIVE	00000	7674716	INV	12/17/2015	2162509	233089		
	1 02456848 83201 9400			TUITION DY	TUITION	4,700.52			
				Invoice Net		4,700.52			
72363	LABBB COLLABORATIVE	00000	7676216	INV	12/17/2015	2162284	233090		
	1 02456848 83201 9400			TUITION DY	TUITION	4,524.30			
				Invoice Net		4,524.30			
				CHECK TOTAL		112,761.38			-----
72376	LANDMARK FOUNDATION, I	00000	7667616	INV	12/17/2015	17691	233091		
	1 02456848 83201 9300			TUITION DY	TUITION	2,293.40			
				Invoice Net		2,293.40			
				CHECK TOTAL		2,293.40			-----
72436	THE LEARNING CENTER FO	00000	7670916	INV	12/17/2015	17616	233092		
	1 02456848 83201 9300			TUITION DY	TUITION	4,461.12			
				Invoice Net		4,461.12			
				CHECK TOTAL		4,461.12			-----
28310	LIN, ZHANTAO	00000	11103116	INV	12/17/2015	TAICHI X 3 9/29-12/1	232863		
	1 1336770 81112 6200			ADULT ED	INSTRUCT	900.00			
				Invoice Net		900.00			
				CHECK TOTAL		900.00			-----
31872	LUPINACCI, LISA	00000		INV	12/17/2015	REFUND INDOOR TRACK	232701		
	1 143 7289			ATHLETIC F	MISC REV	200.00			
				Invoice Net		200.00			
				CHECK TOTAL		200.00			-----
28859	MAGLIOCCA, BRYAN	00000	7685216	INV	12/17/2015	REIMB MILEGE-NOV'15	233093		
	1 02456839 87101 2315			TEAM CHAIR	BUS TRAVEL	59.37			
				Invoice Net		59.37			
				CHECK TOTAL		59.37			-----
26138	MAHONEY, CHRISTOPHER	00000	11037516	INV	12/17/2015	REIMB SUMM INST 2015	233252		
	1 02636575 87106 2357			PROF DEV	Grad Cours	300.00			
				Invoice Net		300.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	300.00		-----
15547 MANSFIELD PAPER CO., I	00000 599016 INV 12/17/2015					137308	233165		
1 03034309 835000	FOOD SERV FOOD SERV/					1,269.87			
	Invoice Net					1,269.87			
15547 MANSFIELD PAPER CO., I	00000 599016 INV 12/17/2015					137309	233168		
1 03034309 835000	FOOD SERV FOOD SERV/					679.26			
	Invoice Net					679.26			
15547 MANSFIELD PAPER CO., I	00000 599016 INV 12/17/2015					137310	233171		
1 03034309 835000	FOOD SERV FOOD SERV/					586.27			
	Invoice Net					586.27			
						CHECK TOTAL	2,535.40		-----
29812 MARKET BASKET	00000 10979216 INV 12/17/2015					OMS-NOV'15	232702		
1 02036518 85103 2415	FAM/CONS S INSTRUCT					276.14			
	Invoice Net					276.14			
29812 MARKET BASKET	00000 10973916 INV 12/17/2015					ACCT#2001540004-NOV	232703		
1 02016518 85103 2415	FAM/CONS S INSTRUCT					124.36			
	Invoice Net					124.36			
						CHECK TOTAL	400.50		-----
21829 MARKS, TRACY	00000 11104916 INV 12/17/2015					SELL eBAY 11/24-12/8	232865		
1 1336770 81112 6200	ADULT ED INSTRUCT					262.50			
	Invoice Net					262.50			
						CHECK TOTAL	262.50		-----
27334 MAX'S TRUCKING	00000 11013616 INV 12/17/2015					693	233253		
1 1336770 83408 6200	ADULT ED DELIVERY					355.00			
	Invoice Net					355.00			
						CHECK TOTAL	355.00		-----
31760 MAXIM SOLUTIONS	00001 11004916 INV 12/17/2015					3726700363	232868		
1 02156803 83101 3200	HARDY HARDY					1,600.00			
	Invoice Net					1,600.00			
						CHECK TOTAL	1,600.00		-----
31016 MCGOWAN, REBECCA	00000 11076916 INV 12/17/2015					STEP DANCE9/30-12/9	232870		
1 1336780 81112 3520	KIDZONE INSTRUCTIO					360.00			
	Invoice Net					360.00			
						CHECK TOTAL	360.00		-----
72813 MCLEAN HOSPITAL	00001 7681516 INV 12/17/2015					IN00959379	233292		
1 02456848 83201 9300	TUITION DY TUITION					6,102.18			
	Invoice Net					6,102.18			
						CHECK TOTAL	6,102.18		-----
26174 MDSC	00000 10992016 INV 12/17/2015					748	232656		
1 02216575 87202 2357	PROF DEV TRAINING					195.00			
	Invoice Net					195.00			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	195.00		-----
15524 MF ATHLETIC CO.			00001 11097516	INV	12/17/2015	2139331-00	232655		
1 02026629 85104 3510	ATHL/TRACK			ATHL SUPPL		373.00			
2 02026643 85104 3510	ATHL/GIRLS			ATHL SUPPL		373.00			
	Invoice Net					746.00			
						CHECK TOTAL	746.00		-----
26121 MIDAMERICA ADMINISTRAT			00002 654916	INV	12/17/2015	2812	232657		
1 02636935 81730 5100	HUMAN RES/			PENSIONS		507.50			
	Invoice Net					507.50			
						CHECK TOTAL	507.50		-----
29663 MP BUILDING SERVICES			00000 653516	INV	12/17/2015	2203	233277		
1 02096965 82904 4110	CUSTODIAL			CUSTODIAL		2,567.00			
	Invoice Net					2,567.00			
						CHECK TOTAL	2,567.00		-----
72734 MSSADA			00001 11097216	INV	12/17/2015	MEMBER DUES 2015-16	232872		
1 02026620 83804 3510	ATHLE/ADMI			ATHLETIC		250.00			
	Invoice Net					250.00			
						CHECK TOTAL	250.00		-----
11491 MYSTIC SERVICE, INC.			00000 7681016	INV	12/17/2015	SEEM-NOV.2015	233094		
1 02816980 83301 3300	SPED/REIMB			TRANS		2,125.00			
	Invoice Net					2,125.00			
						CHECK TOTAL	2,125.00		-----
70502 NATIONAL GRID			00003 654416	INV	12/17/2015	12/07/15	232874		
1 02756960 82104 4120	FAC MAINT			NAT GAS		11,969.31			
	Invoice Net					11,969.31			
						CHECK TOTAL	11,969.31		-----
16817 NEW ENGLAND ICE CREAM			00003 598916	INV	12/17/2015	496467	233172		
1 03034309 835001	FOOD SERV			FOOD SERVI		199.62			
	Invoice Net					199.62			
16817 NEW ENGLAND ICE CREAM			00003 598916	INV	12/17/2015	496469	233174		
1 03034309 835001	FOOD SERV			FOOD SERVI		186.53			
	Invoice Net					186.53			
16817 NEW ENGLAND ICE CREAM			00003 598916	INV	12/17/2015	496474	233176		
1 03034309 835001	FOOD SERV			FOOD SERVI		50.25			
	Invoice Net					50.25			
16817 NEW ENGLAND ICE CREAM			00003 598916	INV	12/17/2015	496476	233178		
1 03034309 835001	FOOD SERV			FOOD SERVI		50.42			
	Invoice Net					50.42			
16817 NEW ENGLAND ICE CREAM			00003 598916	INV	12/17/2015	496478	233179		
1 03034309 835001	FOOD SERV			FOOD SERVI		100.49			
	Invoice Net					100.49			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	496479	233181		
	1 03034309 835001			FOOD SERV	FOOD SERVI	25.21			
				Invoice Net		25.21			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	496482	233183		
	1 03034309 835001			FOOD SERV	FOOD SERVI	37.64			
				Invoice Net		37.64			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	496484	233184		
	1 03034309 835001			FOOD SERV	FOOD SERVI	100.32			
				Invoice Net		100.32			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	496485	233185		
	1 03034309 835001			FOOD SERV	FOOD SERVI	87.56			
				Invoice Net		87.56			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498159	233186		
	1 03034309 835001			FOOD SERV	FOOD SERVI	298.32			
				Invoice Net		298.32			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498164	233187		
	1 03034309 835001			FOOD SERV	FOOD SERVI	347.70			
				Invoice Net		347.70			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498166	233188		
	1 03034309 835001			FOOD SERV	FOOD SERVI	99.99			
				Invoice Net		99.99			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498167	233189		
	1 03034309 835001			FOOD SERV	FOOD SERVI	100.67			
				Invoice Net		100.67			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498169	233190		
	1 03034309 835001			FOOD SERV	FOOD SERVI	112.92			
				Invoice Net		112.92			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498172	233194		
	1 03034309 835001			FOOD SERV	FOOD SERVI	75.28			
				Invoice Net		75.28			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498174	233196		
	1 03034309 835001			FOOD SERV	FOOD SERVI	87.89			
				Invoice Net		87.89			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498175	233199		
	1 03034309 835001			FOOD SERV	FOOD SERVI	62.68			
				Invoice Net		62.68			
16817	NEW ENGLAND ICE CREAM	00003	598916	INV	12/17/2015	498177	233202		
	1 03034309 835001			FOOD SERV	FOOD SERVI	113.27			
				Invoice Net		113.27			
				CHECK TOTAL		2,136.76			-----
28922	NEW YORK TIMES	00001	10926316	INV	12/17/2015	11/23/15-12/6/15	233258		
	1 02016563 85106 2410			LIBRARY/ME	TEXTBOOKS	40.60			
				Invoice Net		40.60			
				CHECK TOTAL		40.60			-----
28335	NEWMAN, JERRI	00000	7690316	INV	12/17/2015	REIMB MILEGE-NOV'15	233095		
	1 02816980 83301 3300			SPED/REIMB	TRANS	86.40			
				Invoice Net		86.40			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	86.40		-----
26908	NORTHEAST CUTLERY		00000	599716	INV 12/17/2015	650608	233208		
	1 03034309 865000			FOOD SERV	FOOD SERV/	18.00			
				Invoice Net		18.00			
						CHECK TOTAL	18.00		-----
22671	NORTHEAST		00001	651116	INV 12/17/2015	S023850704.001	233278		
	1 02756960 84308	4220		FAC MAINT	ELECTRICAL	95.66			
				Invoice Net		95.66			
22671	NORTHEAST		00001	651116	INV 12/17/2015	S023962675.001	233279		
	1 02756960 84308	4220		FAC MAINT	ELECTRICAL	393.60			
				Invoice Net		393.60			
						CHECK TOTAL	489.26		-----
26067	NCS PEARSON, INC		00001	11084916	INV 12/17/2015	10490807	233096		
	1 02456836 85102	2800		PSYCHOLOGI	TESTING	2,024.51			
				Invoice Net		2,024.51			
						CHECK TOTAL	2,024.51		-----
15550	PEPSI-COLA COMPANY		00000	660616	INV 12/17/2015	31823502	233209		
	1 03034309 835001			FOOD SERV	FOOD SERVI	342.05			
				Invoice Net		342.05			
						CHECK TOTAL	342.05		-----
31774	PEREZ, DARVEN		00000	11050316	INV 12/17/2015	CHAPERONE10/13-10/16	232876		
	1 02366554 81201	2800		Stip/Healt	TEMP PROF	450.00			
				Invoice Net		450.00			
						CHECK TOTAL	450.00		-----
73403	PERFECTION LEARNING CO		00000	11046016	INV 12/17/2015	758565	232880		
	1 02486745 85106	2410		C&I SOC ST	TEXTBOOKS	823.63			
				Invoice Net		823.63			
						CHECK TOTAL	823.63		-----
20148	PERKINS SCHOOL		00000	7668516	INV 12/17/2015	IVC054257	233097		
	1 02456851 83201	9300		OOD RESIDE	TUITION	5,213.70			
				Invoice Net		5,213.70			
						CHECK TOTAL	5,213.70		-----
73471	PLAY TIME, INC.		00000	11006916	INV 12/17/2015	31337	233259		
	1 15123260 85103	3520		AFT SCH	GENERAL	16.73			
				Invoice Net		16.73			
73471	PLAY TIME, INC.		00000	11006916	INV 12/17/2015	31728	233260		
	1 15123260 85103	3520		AFT SCH	GENERAL	72.40			
				Invoice Net		72.40			
						CHECK TOTAL	89.13		-----

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
29937	PLUMBERS' SUPPLY COMPA 1 02756960 84303 4220	00001	651016	INV	12/17/2015	15157554-00 911.82 911.82 Invoice Net	233286		
29937	PLUMBERS' SUPPLY COMPA 1 02756960 84303 4220	00001	651016	INV	12/17/2015	15158887-00 198.34 198.34 Invoice Net	233287		
29937	PLUMBERS' SUPPLY COMPA 1 02756960 84303 4220	00001	651016	INV	12/17/2015	15158930-00 46.71 46.71 Invoice Net	233288		
				CHECK TOTAL		1,156.87			-----
27958	PORTER, NATHAN 1 1336780 81112 3520	00000	11078016	INV	12/17/2015	BUNJAS X 3+ BELT FEE 2,340.00 2,340.00 Invoice Net	232882		
				CHECK TOTAL		2,340.00			-----
30832	PSUG EVENTS 1 02636575 87202 2357	00001	11062616	INV	12/17/2015	20153479E692 349.00 349.00 Invoice Net	232886		
				CHECK TOTAL		349.00			-----
29673	PROSCIENCE ANALYTICAL 1 02016960 83802 4220	00000	462516	INV	12/17/2015	C286319 53.00 53.00 Invoice Net	233280		
29673	PROSCIENCE ANALYTICAL 1 02016960 83802 4220	00000	462516	INV	12/17/2015	w98927 54.00 54.00 Invoice Net	233281		
29673	PROSCIENCE ANALYTICAL 1 02016960 83802 4220	00000	462516	INV	12/17/2015	S00983 105.00 105.00 Invoice Net	233282		
29673	PROSCIENCE ANALYTICAL 1 02016960 83802 4220	00000	462516	INV	12/17/2015	Pump1115 35.00 35.00 Invoice Net	233284		
				CHECK TOTAL		247.00			-----
13911	PUBLIC CONSULTING GROU 1 0191487 5706 2 02666920 83101 1410	00001	1602479	INV	12/17/2015	161306/86.4 316.62 316.62 BUS OFFICE PROF TECH Invoice Net	232658		
				CHECK TOTAL		633.24			-----
31561	REMY, J.MIKE 1 02496945 87202 2357	00000	680416	INV	12/17/2015	REIM EXP-PD 11/15-18 868.77 868.77 Invoice Net	232890		
				CHECK TOTAL		868.77			-----
24390	ROURKE, DAVID 1 02026622 83804 3510	00000		INV	12/17/2015	9945 56.00 56.00 ATHL/BASKB ATHLETIC Invoice Net	233250		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	56.00		-----
23093 A. RUSSO & SONS, INC.	00000 11006416 INV 12/17/2015					140470	233254		
1 15123260 84902 3520	AFT SCH FOOD SUPPL					71.25			
	Invoice Net					71.25			
						CHECK TOTAL	71.25		-----
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11594	233210		
1 03034309 835001	FOOD SERV FOOD SERVI					107.10			
	Invoice Net					107.10			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11595	233211		
1 03034309 835001	FOOD SERV FOOD SERVI					178.50			
	Invoice Net					178.50			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11596	233213		
1 03034309 835001	FOOD SERV FOOD SERVI					107.10			
	Invoice Net					107.10			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11597	233214		
1 03034309 835001	FOOD SERV FOOD SERVI					107.10			
	Invoice Net					107.10			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11598	233215		
1 03034309 835001	FOOD SERV FOOD SERVI					71.40			
	Invoice Net					71.40			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11599	233216		
1 03034309 835001	FOOD SERV FOOD SERVI					107.10			
	Invoice Net					107.10			
24874 SAL'S PIZZA	00000 600016 INV 12/17/2015					11600	233217		
1 03034309 835001	FOOD SERV FOOD SERVI					142.80			
	Invoice Net					142.80			
						CHECK TOTAL	821.10		-----
73185 SCHOOL SPECIALTY, INC.	00006 668816 INV 12/17/2015					208115367679	233262		
1 02016507 88501 4230	SEC EDUC CAP EQUIP					3,997.05			
	Invoice Net					3,997.05			
73185 SCHOOL SPECIALTY, INC.	00006 65029416 INV 12/17/2015					308102381800	233263		
1 15123235 85103 3520	AFT SCH SCIENCE					217.56			
	Invoice Net					217.56			
						CHECK TOTAL	4,214.61		-----
73818 SCHOOLS FOR CHILDREN,	00000 7688216 INV 12/17/2015					118975	233098		
1 02456848 83201 9300	TUITION DY TUITION					6,390.00			
	Invoice Net					6,390.00			
73818 SCHOOLS FOR CHILDREN,	00000 7670116 INV 12/17/2015					118841	233099		
1 02456848 83201 9300	TUITION DY TUITION					3,846.53			
	Invoice Net					3,846.53			
73818 SCHOOLS FOR CHILDREN,	00000 7679416 INV 12/17/2015					118964	233100		
1 02816980 83301 3300	SPED/REIMB TRANS					1,057.50			
	Invoice Net					1,057.50			
73818 SCHOOLS FOR CHILDREN,	00000 7679416 INV 12/17/2015					118965	233101		

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
	1 02816980 83301	3300		SPED/REIMB	TRANS	1,057.50			
				Invoice Net		1,057.50			
				CHECK TOTAL		12,351.53			-----
22103 SEE, HARRY			00000	INV	12/17/2015	8387	233251		
1 02026626 83804	3510		ATHL/HOCKE	ATHLETIC		56.00			
			Invoice Net			56.00			
			CHECK TOTAL			56.00			-----
73852 SEEM COLLABORATIVE			00000	7678416 INV	12/17/2015	58331	232647		
1 02456821 83101	2320		SPED/CLINI	PROF TECH		560.50			
			Invoice Net			560.50			
			CHECK TOTAL			560.50			-----
31633 NOTABLE HOLDINGS INC			00000	109818 INV	12/17/2015	19572	232905		
1 02546755 85103	2415		VISUAL/PER	INSTRUCT		180.54			
			Invoice Net			180.54			
			CHECK TOTAL			180.54			-----
73931 SIMPLEXGRINNELL LP			00001	649116 INV	12/17/2015	78020170	233289		
1 02756960 82408	4220		FAC MAINT	ELECTRICAL		1,092.20			
			Invoice Net			1,092.20			
73931 SIMPLEXGRINNELL LP			00001	649116 INV	12/17/2015	78039514	233290		
1 02756960 82408	4220		FAC MAINT	ELECTRICAL		1,200.00			
			Invoice Net			1,200.00			
			CHECK TOTAL			2,292.20			-----
74048 STERLING BUSINESS PROD			00002	11049716 INV	12/17/2015	49380	232661		
1 02016507 84201	2430		SEC EDUC	OFFICE		495.00			
			Invoice Net			495.00			
			CHECK TOTAL			495.00			-----
74061 STONEMAN, CHANDLER & M			00001	654016 INV	12/17/2015	RETAINER 1/1-6/30/16	232660		
1 02606905 83102	1430		LEGAL SCOM	LEGAL SERV		20,000.00			
			Invoice Net			20,000.00			
			CHECK TOTAL			20,000.00			-----
74062 AHOLD FINANCIAL SERVIC			00001	11028116 INV	12/17/2015	228932	232704		
1 1974 84000			HIGH SCHOO	MISC		78.01			
			Invoice Net			78.01			
74062 AHOLD FINANCIAL SERVIC			00001	11006716 INV	12/17/2015	228933	232705		
1 15124145 84902	3520		THOMPSON	FOOD SUPPL		56.03			
			Invoice Net			56.03			
74062 AHOLD FINANCIAL SERVIC			00001	10973716 INV	12/17/2015	66837	232706		
1 02016518 85103	2415		FAM/CONS S	INSTRUCT		8.46			
			Invoice Net			8.46			
74062 AHOLD FINANCIAL SERVIC			00001	10973716 INV	12/17/2015	66838	232707		
1 02016518 85103	2415		FAM/CONS S	INSTRUCT		118.81			
			Invoice Net			118.81			

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VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
74062	AHOLD FINANCIAL SERVIC	00001	10973716	INV	12/17/2015	228910	232708		
	1 02016518 85103 2415	FAM/CONS S	INSTRUCT			21.73			
		Invoice Net				21.73			
74062	AHOLD FINANCIAL SERVIC	00001	10973716	INV	12/17/2015	228912	232709		
	1 02016518 85103 2415	FAM/CONS S	INSTRUCT			9.47			
		Invoice Net				9.47			
74062	AHOLD FINANCIAL SERVIC	00001	7678116	INV	12/17/2015	228931	233102		
	1 02456800 84902 2430	PK-SPED	FOOD SUPPL			78.24			
		Invoice Net				78.24			
74062	AHOLD FINANCIAL SERVIC	00001	11006516	INV	12/17/2015	228936	233256		
	1 15123260 84902 3520	AFT SCH	FOOD SUPPL			93.05			
		Invoice Net				93.05			
74062	AHOLD FINANCIAL SERVIC	00001	11006616	INV	12/17/2015	228937	233264		
	1 15122260 84902 3520	HARDY GEN	HARDY FOOD			104.10			
		Invoice Net				104.10			
		CHECK TOTAL				567.90			-----
27240	TCI PRESS	00000	11013916	INV	12/17/2015	82051	233255		
	1 1336770 83404 6200	ADULT ED	PRINTING			10,702.35			
		Invoice Net				10,702.35			
		CHECK TOTAL				10,702.35			-----
31876	THOMPSON, HOLLY A.	00000	11104816	INV	12/17/2015	YOUNG ADULT NOVEL	232908		
	1 1336770 81112 6200	ADULT ED	INSTRUCT			600.00			
		Invoice Net				600.00			
		CHECK TOTAL				600.00			-----
22736	THURSTON FOODS	00000	10973816	INV	12/17/2015	531593	232710		
	1 02016518 85103 2415	FAM/CONS S	INSTRUCT			123.35			
		Invoice Net				123.35			
22736	THURSTON FOODS	00000	10973816	INV	12/17/2015	537460	232711		
	1 02016518 85103 2415	FAM/CONS S	INSTRUCT			103.70			
		Invoice Net				103.70			
22736	THURSTON FOODS	00000	10973816	INV	12/17/2015	535542	232712		
	1 02016518 85103 2415	FAM/CONS S	INSTRUCT			84.08			
		Invoice Net				84.08			
22736	THURSTON FOODS	00000	10979316	INV	12/17/2015	534428	232713		
	1 02036518 85103 2415	FAM/CONS S	INSTRUCT			39.40			
		Invoice Net				39.40			
22736	THURSTON FOODS	00000	598616	INV	12/17/2015	546703	233218		
	1 03034309 835001	FOOD SERV	FOOD SERVI			570.15			
		Invoice Net				570.15			
22736	THURSTON FOODS	00000	598616	INV	12/17/2015	546829	233219		
	1 03034309 835001	FOOD SERV	FOOD SERVI			822.89			
		Invoice Net				822.89			
22736	THURSTON FOODS	00000	11006216	INV	12/17/2015	549027	233265		
	1 15123260 84902 3520	AFT SCH	FOOD SUPPL			584.38			
		Invoice Net				584.38			

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						CHECK TOTAL	2,327.95		-----
18547 RONALD R. LAPOINTE	00000 7677816 INV 12/17/2015					4696	232648		
1 02816970 84802 3300	TRANS ED VEHICLE RE					473.94			
	Invoice Net					473.94			
18547 RONALD R. LAPOINTE	00000 7677816 INV 12/17/2015					4703	232649		
1 02816970 84802 3300	TRANS ED VEHICLE RE					289.00			
	Invoice Net					289.00			
						CHECK TOTAL	762.94		-----
14336 UNITED RESTAURANT EQUI	00000 11072116 INV 12/17/2015					48452	232714		
1 02016518 85103 2415	FAM/CONS S INSTRUCT					216.00			
	Invoice Net					216.00			
						CHECK TOTAL	216.00		-----
31788 UNITED DRILLING, INC	00000 680316 INV 12/17/2015					025411	233291		
1 02016960 82420 4220	MAINT SUPP HS ELEVATR					33,400.00			
	Invoice Net					33,400.00			
						CHECK TOTAL	33,400.00		-----
13234 W. B. MASON CO., INC.	00001 11079516 INV 12/17/2015					693833	233267		
1 15123260 85103 3520	AFT SCH GENERAL					2,161.86			
	Invoice Net					2,161.86			
13234 W. B. MASON CO., INC.	00001 651416 INV 12/17/2015					I30605541	233268		
1 02666920 84201 1410	BUS OFFICE OFFICE					39.80			
	Invoice Net					39.80			
13234 W. B. MASON CO., INC.	00001 11008116 INV 12/17/2015					I30641976	233269		
1 02606910 84201 1210	SUPER OFFICE					155.96			
	Invoice Net					155.96			
						CHECK TOTAL	2,357.62		-----
31008 WEINSTEIN, DEBRA	00000 669716 INV 12/17/2015					REIMB MAPPO 12/16/15	233270		
1 02666920 87202 1410	BUS OFFICE TRAINING					22.97			
	Invoice Net					22.97			
						CHECK TOTAL	22.97		-----
29510 WORK OPPORTUNITIES UNL	00000 7681216 INV 12/17/2015					301555	233103		
1 02456815 83101 2320	SPED/CONS SPED TRANS					1,809.11			
	Invoice Net					1,809.11			
						CHECK TOTAL	1,809.11		-----
21436 ZACHARY, ANNE	00000 11092516 INV 12/17/2015					REIMB AATF MEMBERSHP	232915		
1 02516730 87301 2357	C&I WORLD PROF AFFLI					60.00			
	Invoice Net					60.00			
						CHECK TOTAL	60.00		-----
31822 ZILEWICZ, JEAN	00000 680516 INV 12/17/2015					REIM EXP-PD 11/16-18	232912		
1 02496945 87202 2357	SW SCHEDUL STUDENT DA					328.00			
	Invoice Net					328.00			

TOWN OF ARLINGTON



PRELIMINARY DETAIL INVOICE LIST

CASH ACCOUNT: 0000 1010

POOLED CASH

WARRANT: 16093 12/17/2015

VENDOR	G/L ACCOUNTS	R	PO	TYPE	DUE DATE	INVOICE/AMOUNT	DOCUMENT	VOUCHER	CHECK
						CHECK TOTAL	328.00		-----
214 INVOICES			WARRANT TOTAL			395,073.91	395,073.91		

TOWN OF ARLINGTON



PRELIMINARY WARRANT SUMMARY

WARRANT: 16093 12/17/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0100	0191487	GROUP HEALTH INSURANCE 0100-9-0914-0000-52-00-0-87-5706 -	FEDERAL MEDICARE WITHH FUND TOTAL	316.62 316.62 8,516,858.46
0200	02016507	SECONDARY EDUCATION 0200-3-01 -6507-01-10-5-02-84201 -2430	OFFICE SUPPLIES	495.00 3,314.15
0200	02016507	SECONDARY EDUCATION 0200-3-01 -6507-01-10-5-02-85101 -2430	REPRO PAPER TONER SUPP	878.22 8,376.00
0200	02016507	SECONDARY EDUCATION 0200-3-01 -6507-01-10-5-02-88501 -4230	CAPITAL EQUIPMENT/FURN	3,997.05 -3,997.05
0200	02016518	FAMILY/CONSUMER SCIENC 0200-3-01 -6518-01-10-5-01-85103 -2415	INSTRUCTIONAL MATERIAL	809.96 -6,670.15
0200	02016563	LIBRARY/MEDIA 0200-3-01 -6563-01-10-5-01-85106 -2410	TEXTBOOKS BOOKS PERIOD	40.60 6,383.88
0200	02016960	MISC. MAINTENANCE SUPP 0200-3-4220-6960-01-28-9-00-82420 -4220	HIGH SCHOOL ELEVATOR R	33,400.00 .00
0200	02016960	MISC. MAINTENANCE SUPP 0200-3-4220-6960-01-28-9-00-83802 -4220	ENVIRONMENTAL SERVICES	247.00 .00
0200	02026620	ATHLETICS/ADMIN 0200-3-02 -6620-01-24-9-00-83804 -3510	ATHLETIC SERVICES	591.36 .00
0200	02026620	ATHLETICS/ADMIN 0200-3-02 -6620-01-24-9-00-85104 -3510	ATHLETIC SUPPLIES	599.88 .00
0200	02026622	ATHLETICS/BOYS BASKETB 0200-3-02 -6622-01-24-5-00-83804 -3510	ATHLETIC SERVICES	56.00 .00
0200	02026626	ATHLETICS/ICE HOCKEY 0200-3-02 -6626-01-24-5-00-83804 -3510	ATHLETIC SERVICES	1,112.00 .00
0200	02026629	ATHLETICS/OUTDOOR TRAC 0200-3-60 -6629-01-24-5-00-85104 -3510	ATHLETIC SUPPLIES	373.00 .00
0200	02026640	ATHLETICS/GIRLS ICE HO 0200-3-02 -6640-01-24-5-00-83804 -3510	ATHLETIC SERVICES	56.00 .00
0200	02026643	ATHLETICS/GIRLS TRACK 0200-3-01 -6643-01-18-5-00-85104 -3510	ATHLETIC SUPPLIES	373.00 .00
0200	02036518	FAMILY/CONSUMER SCIENC 0200-3-03 -6518-03-01-4-00-85103 -2415	INSTRUCTIONAL MATERIAL	315.54 -1,223.77
0200	02096506	ELEMENTARY EDUCATION 0200-3-09 -6506-09-01-3-00-85103 -2415	INSTRUCTIONAL MATERIAL	1,089.00 -5,542.27
0200	02096965	CUSTODIAL SERVICE 0200-3-09 -6965-09-01-3-00-82904 -4110	CUSTODIAL SUPPLIES CLE	2,567.00 -20,536.00
0200	02156803	HARDY 504 SERVICES 0200-3-15 -6803-15-25-3-00-83101 -3200	CONTRACTED 504 NURSING	1,600.00 -60,000.00
0200	02216506	ELEMENTARY EDUCATION 0200-3-21 -6506-21-01-3-00-84201 -2430	OFFICE SUPPLIES	456.12 684.86
0200	02216575	PROFESSIONAL DEVELOPME 0200-3-21 -6575-21-07-3-00-87202 -2357	TRAINING EDUC CONF & A	195.00 -729.54
0200	02246506	ELEMENTARY EDUCATION 0200-3-24 -6506-24-01-3-00-85106 -2410	THOMPSON/TEXTBOOKS	115.50 3,662.90
0200	02306740	C&I ENGLISH 0200-3-30 -6740-30-01-5-01-85106 -2410	TEXTBOOKS BOOKS PERIOD	107.60 14,944.00
0200	02366554	Stipend/Health Service 0200-3-36 -6554-36-25-9-00-81201 -2800	TEMP SALARIES PROFESSI	450.00 .00
0200	02366710	C&I HEALTH WELLNESS 0200-3-36 -6710-36-10-9-00-83101 -2110	PROFESSIONAL TECH SERV	186.50 -1,439.39
0200	02456575	SPED/PROF DEV 0200-3-45 -6575-36-02-3-00-87202 -2357	TRAINING EDUC CONF & A	4,620.00 .00
0200	02456800	PK-SPED 0200-3-45 -6800-45-02-1-05-84201 -2430	OFFICE SUPPLIES	20.23 -200.00
0200	02456800	PK-SPED 0200-3-45 -6800-45-02-1-05-84902 -2430	FOOD SUPPLIES	78.24 500.00
0200	02456800	PK-SPED 0200-3-45 -6800-45-02-1-05-87301 -2357	PROFESSIONAL AFFLIATIO	25.00 25.00
0200	02456803	SPED TUTOR/C.S. 0200-3-45 -6803-36-02-9-00-83101 -2310	PROFESSIONAL TECH SERV	1,050.00 .00
0200	02456815	SPED/CONSULT/COACHING 0200-3-45 -6815-36-23-9-00-83101 -2320	SPED TRANSISTIONAL SER	1,809.11 .00
0200	02456821	SPED/CLINICAL SUPERV/C 0200-3-45 -6821-36-02-9-00-83101 -2320	PROFESSIONAL TECH SERV	1,398.00 .00
0200	02456821	SPED/CLINICAL SUPERV/C 0200-3-45 -6821-36-02-9-00-87101 -2320	BUSINESS TRAVEL	28.18 .00
0200	02456830	SPED/MEDICAL 0200-3-45 -6830-36-23-9-00-83101 -2320	PROFESSIONAL TECH SERV	896.00 .00
0200	02456836	PSYCHOLOGISTS 0200-3-45 -6836-01-02-9-00-85102 -2800	TESTING MATERIALS	2,024.51 8,874.88
0200	02456839	TEAM CHAIR TEMP SAL/WA 0200-3-45 -6839-36-02-9-00-87101 -2315	BUSINESS TRAVEL	59.37 .00
0200	02456848	OUT OF DISTRICT TUITIO 0200-3-45 -6848-45-02-9-05-83201 -9300	OUT OF DISTRICT/DAY TU	77,903.42 -1,365,839.50
0200	02456848	OUT OF DISTRICT TUITIO 0200-3-45 -6848-45-02-9-05-83201 -9400	SPED LABB TUITION	134,995.17 68,487.40
0200	02456851	OUT OF DISTRICT RESIDE 0200-3-45 -6851-36-23-9-00-83201 -9300	TUITION OTHER SCHOOLS	5,213.70 .00
0200	02456857	SPED CONTRACTED SERVIC 0200-3-45 -6857-45-02-9-05-83101 -2310	PROFESSIONAL TECH SERV	75.00 35,608.03
0200	02456857	SPED CONTRACTED SERVIC 0200-3-45 -6857-45-02-9-05-83101 -2330	PROFESSIONAL TECH SERV	165.00 -20,972.10
0200	02456860	SPED TESTING ASSESMEN 0200-3-45 -6860-45-02-9-05-83101 -2720	PROFESSIONAL TECH SERV	1,750.00 -5,666.39
0200	02486745	C&I SOCIAL STUDIES 0200-3-48 -6745-01-10-9-00-85106 -2410	TEXTBOOKS BOOKS PERIOD	823.63 5,855.22
0200	02496945	SW SECONDARY/SCHEDULIN 0200-3-49 -6945-30-09-9-00-87202 -2357	STUDENT DATA PROFESSI	1,196.77 .00
0200	02516730	C&I WORLD LANGUAGES 0200-3-51 -6730-01-10-9-00-87301 -2357	PROFESSIONAL AFFLIATIO	60.00 -185.00
0200	02546755	VISUAL/PERF ARTS SW 0200-3-54 -6755-01-31-9-00-85103 -2415	INSTRUCTIONAL MATERIAL	180.54 .00
0200	02606905	LEGAL SERVICE SCHOOL C 0200-3-60 -6905-42-29-9-07-83102 -1430	SCH COMM/LEGAL SERVICE	20,000.00 60,000.00

TOWN OF ARLINGTON



PRELIMINARY WARRANT SUMMARY

WARRANT: 16093 12/17/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB BUDGET
0200	02606910	SUPERINTENDENT	0200-3-60 -6910-01-29-9-00-83101 -1210	PROFESSIONAL TECH SERV 862.50 3,814.18
0200	02606910	SUPERINTENDENT	0200-3-60 -6910-01-29-9-00-84201 -1210	OFFICE SUPPLIES 155.96 -3,533.67
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63 -6575-34-09-9-00-87106 -2357	Graduate Course Reimbu 300.00 .00
0200	02636575	PROF DEV/ASSISTANT SUP	0200-3-63 -6575-34-09-9-00-87202 -2357	TRAINING EDUC CONF & A 1,699.00 .00
0200	02636935	HUMAN RESOURCES/PRINTI	0200-3-63 -6935-34-09-9-00-81730 -5100	PENSIONS 507.50 .00
0200	02666920	BUSINESS OFFICE	0200-3-66 -6920-01-24-9-07-83101 -1410	PROFESSIONAL TECH SERV 316.62 16,750.00
0200	02666920	BUSINESS OFFICE	0200-3-66 -6920-01-24-9-07-84201 -1410	OFFICE SUPPLIES 39.80 2,757.30
0200	02666920	BUSINESS OFFICE	0200-3-66 -6920-01-24-9-07-87202 -1410	TRAINING EDUC CONF & A 22.97 -1,399.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82103 -4130	POWER ELECTRICITY 5,299.22 -604,116.56
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82104 -4120	NATURAL GAS 11,969.31 183,636.57
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82408 -4220	ELECTRICAL SERVICES 2,292.20 14,915.10
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82412 -4220	HVAC CONTRACTED SERVIC 1,838.50 -42,068.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-82414 -4220	BOILER CONTRACTED SERV 1,781.00 8,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-83802 -4220	ENVIRONMENTAL SERVICES 1,500.00 5,500.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-83803 -4225	DISTRICT WIDE SECURITY 1,729.29 -10,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84303 -4220	PLUMBING SUPPLIES 1,156.87 -9,000.00
0200	02756960	FACILITIES MAINTENANCE	0200-3-75 -6960-49-28-9-08-84308 -4220	ELECTRICAL SUPPLIES 753.26 19,751.08
0200	02816970	TRANSPORTATION REGULAR	0200-3-81 -6970-49-10-9-00-84802 -3300	MOTOR VEHICLE REPAIR 815.63 -5,530.43
0200	02816980	SPED/MILEAGE REIMB	0200-3-81 -6980-36-02-9-00-83301 -3300	CONTRACTED TRANSPORTAT 13,769.47 .00
			FUND TOTAL	351,292.30
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835000-	FOOD SERV/SW SUPPLIES 2,535.40 -43,800.00
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-835001-	FOOD SERV/SW FOOD 8,297.38 -573,500.10
0300	03034309	FOOD SERVICE REVOLVING	0300-3-3400-0800-30-34-9-NM-865000-	FOOD SERV/REPAIR/SERVI 18.00 -11,200.00
			FUND TOTAL	10,850.78
0810	0812016	TITLE I DISTRIBUTION	0810-3-1000-2016-45-36-3-NM-87204 -2357	DEARBORN SCHOOL 380.00 299,901.86
			FUND TOTAL	380.00
0819	08192015	PROJECT S U C C E S S	0819-3-2700-2015-29-12-3-NM-84201 -2430	OFFICE SUPPLIES 69.74 374.68
			FUND TOTAL	69.74
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-81112 -6200	INSTRUCTIONAL SALARIES 4,953.75 -30,258.95
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-83404 -6200	REPRODUCTION/PRINTING 10,702.35 -36,000.00
1330	1336770	COMM ED ADULT EDUCATIO	1330-3-2731-6770-01-40-7-NM-83408 -6200	DELIVERY-CATALOG DELIV 355.00 -1,500.00
1330	1336780	COMMUNITY ED KIDZONE	1330-3-2731-6780-01-40-7-NM-81112 -3520	INSTRUCTIONAL SALARIES 12,298.00 -28,761.90
			FUND TOTAL	28,309.10
1430	143	ATHLETIC FEES HIGH SCH	1430-3-2734-OR -33-51-5-NM-7289 -	MISCELLANEOUS REVENUE 400.00 .00
			FUND TOTAL	400.00
1512	15122260	HARDY GENERAL SUPPLIES	1512-3-2300-0025-15-5 -3-NM-84902 -3520	HARDY FOOD 104.10 -17,359.43
1512	15123235	THOMPSON AFTER SCHOOL	1512-3-2300-OR -15-3 -3-NM-85103 -3520	THOMPSON SCIENCE SUPPL 217.56 -217.56
1512	15123260	THOMPSON AFTER SCHOOL	1512-3-2300-OR -15-6 -3-NM-84902 -3520	THOMPSON FOOD SUPPLIES 748.68 -19,804.02

TOWN OF ARLINGTON



PRELIMINARY WARRANT SUMMARY

WARRANT: 16093 12/17/2015

FUND	ORG	ACCOUNT	AMOUNT	AVLB	BUDGET
1512	15123260	THOMPSON AFTER SCHOOL	1512-3-2300-OR -15-6 -3-NM-85103 -3520	THOMPSON GENERAL SUPPL	2,250.99 -7,173.04
1512	15124145	OTTOSON	1512-3-24 -OR -24-9 -3-NM-84902 -3520	FOOD SUPPLIES	56.03 -37,976.04
			FUND TOTAL	3,377.36	
1974	1974	HIGH SCHOOL PRINCIPAL	1974-3-01 -OR -01-10-5-NM-84000 -	MISC	78.01 -1,486.59
			FUND TOTAL	78.01	
WARRANT SUMMARY TOTAL				395,073.91	
GRAND TOTAL				395,073.91	

** END OF REPORT - Generated by Steve Walenski **



Town of Arlington, Massachusetts

9:05 PM Subcommittee & Liaison Reports & Announcements

Summary:

- *Policies & Procedures* Jud Pierce (Chair)
- *Budget* Kirsi Allison-Ampe (Chair)
- *Facilities* Cindy Starks (Chair)
- *District Accountability, Curriculum/Instruction & Assessment* Jeff Thielman (Chair)
- *Community Relations* Jennifer Susse (Chair)
- Executive Session Minute Review Subcommittee Voted 5/28/2015
- *Warrant Committee* - Voted 4/9/2015 Bill Hayner (Chair)
- *School Enrollment Task Force* - Updated from January 7, 2016 Enrollment Challenge Public Meeting

ATTACHMENTS:

Type	File Name	Description
Reference Material	Community_Relations_12-4-2015.pdf	12-4-2015 Community Relations Minutes
Reference Material	CIAA_Minutes_12_10_15_DRAFT.docx	CIAA 12-10-2015 Minutes

DRAFT

Community Relations Subcommittee Minutes
Monday, December 4th

Present: SC: Jennifer Susse, Cindy Starks, Judson Peirce (absent), Bill Hayner
APS: Dr. Kathleen Bodie, Julie Dunn
Other: Linda Shoemaker, Betty Stone

The meeting was called to order at 5:30.

We began by looking at the new web site design for the APS. Julie Dunn presented a draft version. She and Dr. Bodie emphasized that the work was done in house, and that this was a revision of the previous site not an overhaul. Suggestions were made to improve some of the links, e.g., on quick-links add a link to PowerSchool and remove a link to the district goals, and to change the School Committee page by moving the links to our policies and adding pictures of each school committee member. We briefly discussed the liability issue of having each elementary school's web site managed by volunteer parents. Dr. Bodie said that these sites were being monitored, but that we might want to standardize them in the future. Ms. Susse argued that when we do that we should bring the volunteer parents who currently manage their school's site in early to solicit their advice and take advantage of their expertise.

We next moved on to the agenda and details for the January community meeting on our enrollment challenges. We agreed that previous agenda was too complicated and agreed to simplify it to two breakout sessions, rather than three, and to eliminate the large sheets of paper in the hallway. Ms. Starks argued for separate tables to discuss issues surrounding the middle school and the High School, with the third table to discuss issues of buildings and space. We agreed that the PowerPoint presentation should be shortened and given by Dr. Bodie. Our last task was to create a list of questions for the break-out tables. We agreed that we should have three table topics titled Elementary Schools, Middle School, and Building and Space uses.

The meeting adjourned at 8:00

Attachments: PowerPoint presentation, updated draft annotated agenda, minutes from 12/14

Arlington School Committee
Curriculum, Instruction, Assessment & Accountability Subcommittee

Meeting Minutes
Thursday, December 10, 2015 @ 5:30 p.m.

Attendance

Subcommittee Members: Jeff Thielman (Chair), Judson Pierce, Cindy Starks

District Leadership: Kathleen Bodie, Ed.D. (Superintendent), Laura Chesson, Ed.D. (Assistant Superintendent)

The meeting was called to order at 5:35 p.m.

- 1. The minutes of the June 3, 2015 meeting were approved. Motion by Judson Pierce, second by Cindy Starks. Approved 3-0.**
- 2. Overview: The subcommittee discussed recommendations to make to the full School Committee regarding the Superintendent evaluation process. Discussion –**
 - The subcommittee reviewed comments compiled by Mr. Thielman. Some comments include:
 - Receiving a copy of the form with each goal inputted so all SC members are using the same instrument.
 - Clarity on the measures for each standard.
 - A self-evaluation or report from the Superintendent summarizing each goal and the progress she has made in the past year.
 - The committee should structure time during the year to discuss progress made on goals. For example, if closing the achievement gap is a goal, at one of the SC meetings during the year, the SC should have a discussion on the work taking place to close the gap.
 - Mr. Hayner said that this past year there was a lot of confusion about how to use the evidence presented to evaluate the superintendent. Some members relied only on the evidence; others relied on the evidence and their own due diligence.
 - Dr. Chesson said that teacher present 12 pieces of evidence, and we should ask about the same for a Superintendent.
 - Ms. Starks said that we should agree now on what evidence is needed and make it as specific as possible.
 - Mr. Thielman said we need to present the evidence required to the full School Committee, and it needs to be approved by the full School Committee in the same way that we approve a budget calendar.

3. The subcommittee discussed evidence that it would like the Superintendent to present as part of the annual evaluation. The subcommittee agreed on the following pieces of evidence for each standard:

- Standard 1: Instructional Leadership
 - Vision statement or another document describing instructional leadership in the Arlington Public Schools
 - The teacher leadership curriculum within the APS professional development plan
 - Outcomes – need to be agreed to by the subcommittee
- Standard 2: Management and Operations
 - Budget presentation to the School Committee, Finance Committee and Town Meeting
 - Capital Plan
 - SC members observations of the Superintendent in public meetings, evidence of her attendance at public evidence, evidence of here relationships with parents, town officials, and other stakeholders
- Standard 3: Family and Community Engagement
 - Newsletter
 - List of events of the past year designed to engage the public in school issues
 - Results of a survey of parents and community members of APS issues
- Standard 4: Professional Culture
 - Annual staff survey results

4. The subcommittee selected two practice goals from the 2015-16 Goal Statement approved on June 11, 2015

- Goal 1.4: Close the Achievement Gap in APS. Evidence required:
 - MCAS/PARCC reports
- Goal 3.1: Develop a plan to address space needs related to anticipate enrollment growth over the next ten years. Evidence required:
 - Dr. McKibben Report
 - Plan to respond to the report, including a plan for enrollment growth at all three levels- high school, middle school, and elementary school.
 - Summary of work with the MSBA

5. Next steps

- Dr. Bodie agreed to do some more thinking about each piece of evidence.
- The subcommittee will schedule a meeting after the January 25th Town meeting on enrollment growth and the needs of the Stratton School. There are many meetings between now and then.

- The goal is to present a schedule and list of evidence to the full School Committee in February similar to how the Budget Subcommittee presents its budget calendar for the year.
- The subcommittee agreed that it needed to be more specific about each piece of evidence required.

The meeting adjourned at 6:20 p.m.

DRAFT



Town of Arlington, Massachusetts

Correspondence Received:

Summary:

Warrant dated 12/17/2015

Draft Minutes

APS January 5, 2016 Enrollment

Season's Greetings Cards from Koutoujian Family

APS Elementary Handbook

Website Information

Monthly Financial Reports

ATTACHMENTS:

Type	File Name	Description
▣ Backup Material	Jan_2016_Enrollment_by_class_size.pdf	Jan 5 2016 Enrollment
▣ Reference Material	ElementaryHandbook01-04-16.pdf	APS Elementary Handbook

ARLINGTON PUBLIC SCHOOLS 2015-16 Enrollment by Class Sizes*

HIGH SCHOOL		MIDDLE SCHOOL		METCO			
Freshmen	348	Grade 6	412	AHS	20	Hardy	10
Sophomores	314	Grade 7	383	Ottoson	23	Stratton	2
Juniors	278	Grade 8	342	Bishop	8	Peirce	9
Seniors	320			Dallin	2		
Total	1,253	Total	1,130	Total	74		

	SCHOOLS	Bishop	Brackett	Dallin	Hardy	Peirce	Stratton	Thompson	Total
5	Class #1	22	22	23	25	20	20	29	
	Class #2	23	21	24	23	20	20	30	
	Class #3	23	22	23			20		
	Class #4		18	24					
	subtotal	68	83	94	48	40	60	59	452
4	Class #1	27	18	25	23	23	19	25	
	Class #2	25	21	25	24	24	21	24	
	Class #3	26	19	23	24		21		
	Class #4		21						
	subtotal	78	79	73	71	47	61	49	458
3	Class #1	23	18	23	22	23	23	20	
	Class #2	21	21	22	20	22	22	23	
	Class #3	23	21	23	20		22	20	
	Class #4							21	
	subtotal	67	60	68	62	45	67	84	453
2	Class #1	25	20	19	21	23	19	24	
	Class #2	24	19	19	24	22	21	25	
	Class #3	23	20	19	23		19	25	
	Class #4		20	19					
	subtotal	72	79	76	68	45	59	74	473
1	Class #1	23	22	22	20	22	20	22	
	Class #2	25	23	23	20	21	21	22	
	Class #3	23	21	23	21		23	21	
	Class #4		22		20			19	
	subtotal	71	88	68	81	43	64	84	499
K/1				21					
	subtotal	0	0	21	0	0	0	0	21
K	Class #1	23	24	19	20	20	22	20	
	Class #2	23	23	19	22	20	22	19	
	Class #3	24	23	20	21		21	21	
	Class #4				21			21	
	subtotal	70	70	58	84	40	65	81	468
<u>SLC</u>	Schoolwide		16	12			15		42
TOTALS		426	459	458	414	260	376	431	2,866

*Class sizes accurate as of January 5th, 2016

Arlington Public Schools

Elementary Handbook

Revised 12/1/2015

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ARLINGTON PUBLIC SCHOOLS



Office of the Superintendent
Arlington High School
P. O. Box 167
869 Massachusetts Avenue
Arlington, MA 02476-0002

Telephone
(781) 316-3500
Fax
(781) 316-3509

Dear Elementary Parents and Guardians:

It is a pleasure to welcome you to the Arlington Public Schools where we are committed to ensuring that every student is offered the opportunity to grow and learn in a positive, safe, and caring environment. Our dedicated and talented staff strives to encourage and support each and every student to reach his or her potential.

We believe that parent involvement and strong school/parent relationships are essential for student success. We encourage you to partner with us to provide the best possible educational experiences for your child. It is our hope that you will work with us in the development and achievement of our district and school goals. You are invited to join the PTO and School Councils and to work with us on activities planned by parents and teachers. We also encourage you to volunteer in the school and in our classrooms.

To facilitate communication between families and our schools, this handbook is designed to provide you with beneficial information regarding expectations, services, and programs available to you and your children. It includes descriptions of practices, policies, procedures, as well as staff information. You are encouraged to contact your school's administration and faculty whenever you have questions, comments or concerns. If we can assist you in any way, please don't hesitate to call or e-mail.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Bodie".

Kathleen Bodie, Ed.D.
Superintendent of Schools

An Equal Opportunity School System with a High Commitment to Diversity

Arlington Public Schools Nondiscrimination Statement

“Arlington Public Schools does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination Act of 1974 (Age Discrimination Act), or on the basis of sexual orientation, gender identity, or religion in accordance with Massachusetts General Laws Chapter 71B and 151B.”

Title I: Title I of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of employment.

Title VI: Title VI of the Civil Rights Act of 1964

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of race, color and national origin.

Title IX: Title IX of the Educational Amendments of 1972

Prohibits discrimination, exclusion from participation, and denial of benefits in educational programs based on sex.

Section 504: Section 504 of the Rehabilitation Act of 1973

Prohibits discrimination, exclusion from participation, and denial of benefits based on disability.

504 Coordinator, Laura Chesson lchesson@arlington.k12.ma.us
Arlington High School - 781-316-3523

MGL, Ch. 76, Section 5: Massachusetts General Laws, Chapter 76, Section 5

Prohibits discrimination in all public schools on the basis of race, color, sex, gender identity, national origin, religion and sexual orientation.

The Coordinators of the above statutes are as follows:

Arlington Public Schools Individual School Principals

Title II: Title II of the Americans with Disabilities Act of 1990

Prohibits discrimination, exclusion from participation, and denial of benefits on the basis of disability in the areas of educational programming and activities.

Arlington Elementary Schools

Note: Individual school staff directories and school information can be found on each elementary school website listed below.

Bishop Elementary School 25 Columbia Road, Arlington, MA 02474	
Principal: Mark McAneny - mmcaneny@arlington.k12.ma.us	781-316-3791
Safe Arrival/Absentee Line	781-316-3790
Website: www.arlington.k12.ma.us/bishop	

Brackett Elementary School 66 Eastern Avenue, Arlington, MA 02476	
Principal: Stephanie Zerchykov szzerchykov@arlington.k12.ma.us	781-316-3705
Safe Arrival/Absentee Line	781-648-2576
Website: www.arlington.k12.ma.us/brackett	

Dallin Elementary School 185 Florence Avenue, Arlington, MA 02476	
Principal: Thad Dingman tdingman@arlington.k12.ma.us	781-316-3730
Safe Arrival/Absentee Line	781-316-3725
Website: www.arlington.k12.ma.us/dallin	

Hardy Elementary School 52 Lake Street, Arlington, MA 02474	
Principal: Kristin DeFrancisco kdefrancisco@arlington.k12.ma.us	781-316-3781
Safe Arrival/Absentee Line	781-316-3780
Website: www.arlington.k12.ma.us/hardy	

Peirce Elementary School 85 Park Avenue Ext., Arlington, MA 02474	
Principal: Karen Hartley khartley@arlington.k12.ma.us	781-316-3737
Safe Arrival/Absentee Line	781-316-3298
Website: www.arlington.k12.ma.us/peirce	

Stratton Elementary School 180 Mountain Avenue, Arlington, MA 02474	
Principal: Michael Hanna mhanna@arlington.k12.ma.us	781-316-3754
Safe Arrival/Absentee Line	781-316-3767
Website: www.arlington.k12.ma.us/stratton	

Thompson Elementary School 187 Everett Street, Arlington, MA 02474	
Principal: Karen Donato kdonato@arlington.k12.ma.us	781-316-3769
Safe Arrival/Absentee Line	781-316-3714
Website: www.arlington.k12.ma.us/thompson	

Arlington Public Schools Mission Statement

The mission of the Arlington Public Schools is to educate students by promoting academic excellence, by empowering students to achieve their maximum potential, and by preparing students for responsible participation in an ever-changing world. The Arlington Public Schools are committed to helping every student achieve emotional, social, vocational, and academic success.

Kindergarten Information

Entrance Age

Incoming kindergarten students must be five (5) years old by August 31 of the year they will enter kindergarten.

First Grade

Students must be six (6) years old by August 31 of the year that they will enter First Grade.

Kindergarten Registration and Orientation

Registration and Orientation Activities for families with children entering kindergarten the following school year take place beginning in March. Specific information including dates and times for registration is posted on the Arlington Public Schools website. Information is also posted in the Arlington Advocate and on Arlington Cable.

For more information, visit the kindergarten website

www.arlington.k12.ma.us/kindergarten/

Kindergarten Screening

As mandated by state and federal law, the Arlington Public Schools conducts a screening of all incoming Kindergarten children. The purpose for screening is to identify children who may have learning needs in order that any needed interventions may be introduced as soon as possible. The screening process is a non-intensive scan of a young child's overall developmental skills. Skill areas screened include: speech-language, math, fine and gross motor skills, cognition, developmental history and a review of the child's general health. The screening is not a readiness test or an evaluation. Screening activities are designed to find those children who may require extra support in school or may require further evaluation. Our goal is for you and your child to have a successful year in kindergarten.

Frequently Asked Questions About Kindergarten

Q: What are the hours for full day?

A: The school day begins at 8:10 and ends at 2:30 (M,W,Th,F). Tuesday – early dismissal at 1:00.

Q: How do I find out about after school programs for my kindergarten child?

A: Look for information about after school programs on each elementary school's web site.

Q: Is lunch available? How much does it cost?

A: Hot lunch is available at all schools. The cost of lunch is \$3.00. Children eat lunch in the cafeteria.

Q: Is bus transportation provided for kindergarten?

A: Because the elementary schools in Arlington are neighborhood schools, transportation is not provided for most students.

Elementary Schools General Information

Open Enrollment and Buffer Zone.

Students are assigned to schools based on a student's home address. Some students may live on a street that falls within a "Buffer Zone". This is an area that is shared by two schools. Assignment to a school is made with the goal to balance class sizes at both schools. Parents can apply to open enroll their child at a school that is not their home school based on their address. More information on Open Enrollment and Buffer Zones can be found on the district website under School Committee Policy JC.

www.arlington.k12.ma.us/asc/policies/jc.pdf

District Calendar

The school calendar is posted on the Arlington Schools website. School specific calendars are posted on the individual school websites.

www.arlington.k12.ma.us/calendar/

School Hours

The school day begins at 8:10 a.m. and ends with dismissal at 2:30 p.m., Monday, Wednesday, Thursday and Friday. *Tuesday is an early release day with dismissal at 1:00 pm.*

Attendance/Safe Arrival/Absences/ Early Dismissals by Parents Procedures

To report a change in attendance (late arrival, early dismissal, or absence), please contact your child's school. Each school will have its own safe arrival policy and phone number to call.

Attendance Policy

Mass. Gen. L. Ch. 76, sec. 2 requires all children between the ages of 6 and 16 attend school regularly. The school year consists of 180 days. The following policy applies to student attendance:

Definitions:

Excused absence: A valid cause for absence from school, such as a legitimate illness, death in the family, observation of a religious holiday.

Non-excused absence: An invalid cause for absence from school, such as family vacations.

1. When students are absent, parents must call the school before 7:45 A.M. and leave the following information: Child's name, your name, child's teacher and the reason for the absence. Since there is answering machine, please contact the school as soon as you know your child is going to be absent, even the night before. Remember to speak clearly and slowly when leaving your message.
2. Parents will be contacted as soon as practical, and in any event, within three (3) days of the student's absence if the Parent(s) or Guardian has not contacted the school regarding an absence. Parents and guardians must furnish the school with a home, work or other emergency telephone number where they can be contacted during the school day for this purpose.

3. Each child must bring a note from a parent/guardian to reenter school after any absence or it will be considered a non-excused absence/ truant.
4. Upon returning to school the absent note should be given to your child's classroom teacher. All absent notes will be forwarded to the Safe Arrival Office where they will be kept on file.
5. The school will contact the home upon the third non-excused absence in the school year to remind parents of the legal requirements for students to be in school.
6. Upon the fifth non-excused absence in the school year, a meeting will be scheduled with the building Principal (or his/her designee), the Parent(s)/Guardian, and the student to develop an action plan to improve the student's attendance. In all circumstances Parents/Guardians are encouraged to contact school staff and work collaboratively with them to correct the reasons that the student is missing school.
7. Excessive school absence may also result in the school taking legal action to address the situation.

Calendar of Early Dismissals

There is an early dismissal (1:00 PM) every Tuesday for staff professional development, curriculum planning and meetings. In addition, there will be a few days with early dismissal at 11:15 for parent conferences. www.arlington.k12.ma.us/calendar/

Inclement Weather

Closings and delays are reported on the Arlington Public Schools district website and the following TV channels and radio stations. In addition, parents will be notified by phone through the district's Connect 5 system.

TV Channels

WBZ -4
WCBV – 5
NECN – 6
WHDH -7
FOX – 25
WLVI - 56

Radio Stations

WRKO (680)
WBZ (1030)

DELAYED OPENING

ONE HOUR -

School Time:

Menotomy Preschool half day morning session - NO SCHOOL

Elementary (Grades K-5) - 9:10 a.m. to 2:30 p.m. Tuesday dismissal at 1:00.

Middle School – 9:00 a.m. to 2:26 p.m.

High School – 9:00 a.m. to 2:26 p.m.

All classes begin one hour later; dismissal time remains the same (lunch is served).

TWO HOURS -

School Time:

Menotomy Preschool half day morning session - NO SCHOOL

Elementary (Grades K-5) - 10:10 a.m. to 2:30 p.m. Tuesday dismissal at 1:00.

Middle School – 10:00 a.m. to 2:26 p.m.

High School – 10:00 a.m. to 2:26 p.m.

All classes begin two hours later; dismissal time remains the same (lunch is served).

NOTE: *On a no-school day, supervisory staff will not be available. On a delayed-opening day, supervisory staff will be available one or two hours later, depending on the delay.*

PARENTAL DISCRETION IS ALWAYS ADVISED AS TO ATTENDANCE IN INCLEMENT WEATHER.

Religious Observances

Student absences due to the observance of religious holidays are considered excused absences for the purpose of attendance. Ample and flexible accommodations will be made to assist students in making up class work with sufficient time to do so with the expectation that they will not be studying nor doing homework on religious observance days. On days of major religious observance where school is in session and it is expected that significant numbers of students will be absent, there will be no tests, quizzes or other such examinations scheduled. Religious observances will be taken into consideration when scheduling school activities such as school photographs, after school, and evening programs, etc.

Family Vacations

Families are strongly discouraged from scheduling vacations during school time, especially during the MCAS examination period. Family vacations are marked as unexcused absences. Please contact your child's school if she/he will be absent for a family vacation while school is in session. Students will be required to make-up any work or assessments missed during their absence.

Field Trips

The principal reviews and approves all field trips. There are no special school funds for field trips. The cost of the trip, such as admission fees, bus transportation and insurance, are calculated and then divided among the participants. The schools do not make a profit from these trips. You are asked to pay a fee so that the school can cover its costs.

You are not required to send your child on a field trip; participation is voluntary. However, a permission slip must be signed for any child to participate on a field trip. The School Committee strongly recommends that students participate in these trips because they enhance the educational experiences of students. If your child does not attend a field trip, he or she is required to spend the day at school doing regular assignments. Teachers at school will supervise your child.

Field trips generally do not extend beyond the normal school day and your child more than likely will be able to go to his/her usual after school activities. In rare instances when we know the schedule is affected, you will be given specific advance notice.

Prescription medication and special needs during the trip should be addressed specifically with your child's teacher and, if necessary, school principal. Please notify the school nurse prior to a field trip so arrangements can be made for your child's medicine during field trip hours.

For more information about field trips and related forms, visit:

www.arlington.k12.ma.us/eforms/parent_forms/Field_Trip_Questions_and_Answers.pdf

www.arlington.k12.ma.us/eforms/parent_forms/Field_Trip_Permission_Form.pdf

Lunch Program/Free and Reduced Lunch

Children from households that meet Federal income guidelines are eligible for free or reduced price meals. Families may apply to participate in the program at any time during the school year. Only one application per family is required. Please include information on all the children in the household. To apply for free or reduced meals, complete and sign Free & Reduced application and return it to the school principal. For application forms visit:

www.arlington.k12.ma.us/eforms/parent_forms/Free_and_Reduced_Priced_Lunch_Application.pdf

Student Insurance Program

The Arlington Public Schools offer low-cost accident insurance to the parent/guardians of all duly enrolled public school students. Parents /guardians are encouraged to purchase this insurance as financial protection against accidents although this is essentially a voluntary program. Families will receive information regarding this insurance in the fall of each school year.

Visitors - All visitors must report to the school office upon arrival. You must check in with the school secretary. We do this to provide a safe and secure environment for all students and staff.

C.O.R.I. Requirements

It is the policy of the Arlington Public Schools to obtain all available Criminal Offender Record Information (C.O.R.I.) for prospective employee(s) or volunteer(s) of the School Department including any individual who regularly provides school related transportation to children or who may have direct and unmonitored contact with children. CORI checks are made prior to hiring employee(s) or accepting any person as a volunteer. Refer to *School Committee Policy* ADDA concerning C.O.R.I. Requirements

Safe Schools

Arlington Public Schools strives to provide an enriching educational environment for our students. A safe and secure school is essential to the learning environment. We have implemented a program that includes safety and security audits, development of emergency plans and procedures, and training for staff to respond to incidents. This program has been developed with the assistance of our community partners -- Arlington Police, Arlington Fire, and the Arlington Board of Health. We are grateful for their contributions.

Preparedness begins at home, so our district website provides information for parents, guardians, and students. We encourage every family to develop a family preparedness plan. It is also essential that parents become familiar with Arlington Public Schools' emergency plan and ensure that the emergency information on file with your child's school is up-to-date. Parents and guardians are encouraged to check the district website to find resources that may help address problems or challenges that your child may be experiencing.

Safe Schools information can be found at:

http://www.arlington.k12.ma.us/emergency_preparedness/

Child Abuse/Neglect Reporting Policy And Procedures

School personnel are mandated to report suspected child abuse pursuant to M.G.L. c. 199 section 51A. The Principal/designee will:

- Communicate child abuse/neglect procedures to the school staff annually.
- Ensure that all professionals understand that they must notify the Department of Children and Families (DCF) immediately if they suspect that a child has been or is at risk of being abused or neglected. In the alternative, the staff member may report the matter to the Principal or designee, who will then take responsibility for filing the report.

Student Rights And Responsibilities

Right to an Equal Education

Federal and State Laws prohibit discrimination in education. All students are guaranteed “an adequate publicly supported education to every child resident.” This right cannot be denied “on the basis of national origin, sex, gender identity, sexual orientation, economic status, race, religion, and physical or mental handicap.” The Arlington Public Schools have established policies that ensure compliance to these laws.

Rights of Students with Special Needs

Federal and state laws, including Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, and M.G.L. c. 71B, require schools to provide students with disabilities access to a Free and Appropriate Public Education. In some circumstances, this also means that a child will be entitled to receive special education and related services. All students between the ages of three and twenty-one, who have not yet obtained a high school diploma or equivalent, are entitled to special education services if he or she is determined to be eligible to receive such services on the basis of a disability. Specific questions and concerns regarding special education, including referral for special education, eligibility and services, can be directed to a student’s principal or the Special Education Services Office at Central Administration.

Nondiscrimination on the Basis of Handicap

Title II of the Americans with Disabilities Act of 1992 requires that no qualified individual with a disability shall, because the district’s facilities are inaccessible to or unusable by individuals with disabilities, be excluded from participation in, or be denied the benefits of the services, programs and activities of the district or be subject to discrimination. Nor shall the district exclude or otherwise deny services, programs, or activities to an individual because of the known disability of a person with whom the individual is known to have a relationship or association.

A “qualified individual with a disability” is an individual with a disability who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or the participation in programs or activities provided by the district.

Rights of Homeless Children

Students who have been displaced from their home and do not have a permanent place of residence are guaranteed the same rights to an education as every other student under the McKinney-Vento Homeless Education Act. Students have the right to:

- Go to a public school, including preschool
- Obtain free lunch
- Receive transportation, if requested
- Participate in school programs (athletics, clubs, and other student activities)
- Receive the same support and services provided to all students, as needed

Freedom of Religion

Arlington Public Schools take responsibility to protect the religious freedom of all students. Students have the right to practice their own religious beliefs as long as they do not violate the constitutional rights of others. Students also have the right to study, discuss, and analyze religious ideas of institutions and cultures related to content within a specific curriculum.

Patriotic Observances

Students have the right to refrain from participation in the salute to the American flag, the Pledge of Allegiance, and the singing of the National Anthem. Students who choose to refrain from these activities should respect the rights and interests of others who do wish to participate and in a manner that does not disrupt the ceremonies. Schools may not force the students who refrain from participation to leave the room or be punished in any manner.

Freedom of Expression

Under the First Amendment, all students have the right to express their own points of view and are protected from those who would inhibit that expression. At the same time, they are responsible for keeping such expression from disrupting the educational process, and should allow other points of view to be expressed. Free speech may not only include verbal expressions, but may also include symbolic speech such as the wearing of buttons, armbands and decals.

Right To Privacy

The Federal Family Educational Rights and Privacy Act (FERPA), sometimes called the "Buckley Amendment", requires schools to protect the privacy of student records, and gives parents and students rights including inspection and review of student records. The Massachusetts Student Record Regulations are consistent with the FERPA statute and regulations.

Confidentiality of Student Records

Except where the regulations specifically authorize access by third parties, no individuals or organizations other than the parent, eligible student and authorized school personnel are allowed to have access to information in the student record without the specific, informed, written consent of the parent or eligible student.

School systems are required to provide for the security and confidentiality of student school records. Under these laws, the school principal or his/her designee is responsible for the privacy and physical security of all student records maintained in the school and any computerized systems employed are electronically secure.

All information and data contained in or added to the student record shall be limited to information relevant to the educational needs of the student. Information and data added to the temporary record shall include the name, signature, and position of the person who is the source of the information, and the date of entry into the record. Standardized group test results that are added to the temporary record need only include the name of the test and/or publisher and date of testing.

Screening and Assessment Records are accessible by the screening team, the child's teacher, any specialists involved in the assessment process (testing or implementation of services), and the school principal. Screening and assessment results are used to identify areas where a student may need additional testing, intervention, or other support services that will assist in the learning process.

Amending the Student Record

The eligible student or the parent has the right to add information, comments, data, or any other relevant written material to the student record. The eligible student or the parent shall have the right to request in writing deletion or amendment of any information contained in the student record, except for information which was inserted into that record by an Evaluation Team. Such information inserted by an Evaluation Team shall not be subject to such a request until after the acceptance of the Evaluation Team Educational Plan, or, if the Evaluation Team Educational Plan is rejected, after the completion of the special education appeal process. Any deletion or amendment shall be made in accordance with the procedure described below:

- (a) If such student or parent is of the opinion that adding information is not sufficient to explain, clarify or correct objectionable material in the student record, either student or parent shall present the objection in writing and/or have the right to have a conference with the principal or his/her designee to make the objections known.
- (b) The principal or his/her designee shall within one week after the conference or receipt of the objection, if no conference was requested, render to such student or parent a decision in writing, stating the reason or reasons for the decision. If the decision is in favor of the student or parent, the principal or his/her designee shall promptly take such steps as may be necessary to put the decision into effect.

Inspection of Record

A parent or an eligible student has the right to inspect all portions of the student record upon request. The record must be made available within ten days after the request, unless the parent or student consents to a delay. The parent and eligible student have the right to receive a copy of any part of the record, although the school may charge a reasonable fee for the cost of duplicating the materials. The parent and eligible student may request to have parts of the record interpreted by a qualified professional from the school, or may invite anyone else of their choice to inspect or interpret the record with them.

Destruction of Records

Regulations require school authorities to destroy a student's temporary record within seven years after the student transfers, graduates or withdraw from the school system. School authorities are also allowed to destroy misleading, outdated, or irrelevant information in the record from time to time while the student is enrolled in the school system. In each case, the school must first notify the parent and eligible student and give them the opportunity to receive a copy of any of the information before it is destroyed.

Non-Custodial Parents Rights

As required by General Laws Ch. 71, Section 34H, a parent who does not have physical custody of his/her child ("non-custodial parent") may have access to the student record in accordance with law and Department of Education Regulations. The Arlington Public School district encourages all parents to be involved in and informed about the education of their children and asks that non-custodial parents follow this process to access their child's records:

- Submit a written request for the records to the school principal.
- Include the full name of the student, the name of the custodial parent, and the name of the parent making the request.
- When making an initial request, and to facilitate the process, a non-custodial parent may also include a certified copy of a court order indicating that the requesting parent is entitled to:
 - Unsupervised visitation with the child
 - Eligible to receive student record information pursuant to Section 34H.

School officials are required to contact the custodial parent when they receive such a request in order to provide that parent an opportunity to provide information that may impact the noncustodial parent's eligibility for access.

Freedom from Harassment

The Arlington Public Schools is committed to providing a safe educational environment that promotes equal access to educational and occupational opportunities for all adults and children regardless of race, gender, gender identity, color, national origin, sexual orientation, qualifying disability or religion. Consistent with its pledge of equity for all students and staff, discrimination or harassment based on any of the above mentioned characteristics will not be tolerated. It is the goal of the Arlington Public Schools to prevent harassment through on-going and appropriate means of staff and student awareness, staff training, and policy dissemination. However, should an incident of harassment occur, the school system shall provide for swift action to eliminate such harassment or discrimination among or between students and staff.

Harassment includes unwelcome verbal or physical conduct that may or does offend, denigrate or belittle any individual because of, or due to, any of the characteristics described above. Such conduct includes pictures, jokes, comments, innuendoes or any other behavior, which creates an environment, which is offensive, intimidating, or hostile to anyone. By law, what constitutes harassment is determined from the perspective of a reasonable person with the characteristic on which the harassment is based. What one person may consider as acceptable behavior, another person may

reasonably view as harassment. Therefore, individuals should consider how their words and actions might reasonably be viewed by other individuals. It is also important for individuals to make it clear to others when a particular behavior or communications is unwelcome, intimidating, hostile or offensive.

Freedom from sexual harassment is protected by state and federal law Title VII of the 1964 Civil Rights Act defines Sexual Harassment as “Unwelcome sexual advances, requests for sexual favors and other verbal and physical conduct of a sexual nature constitutes sexual harassment.”

Any individual, who believes he/she has been harassed or who has witnessed or learned about the harassment of another person in the school environment, should inform the Principal as soon as possible. If the individual does not wish to discuss the issue with him/her, or if s/he does not address the problem in an effective manner, the individual should inform the Assistant Superintendent of Schools who can be reached at 869 Massachusetts Ave, Arlington, MA 02476, 781-316-3523

Additional information regarding the Arlington Public Schools' procedures for addressing allegations of harassment, can be found at:

<http://www.arlington.k12.ma.us/asc/policies/aca.pdf>

Bullying

The Arlington Public Schools is committed to preventing bullying and its effects. Bullying is prohibited on school grounds, property immediately adjacent to school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased, or used by a school district or school, or through the use of technology or an electronic device owned, leased, or used by a school district or school, if the bullying creates a hostile environment at school for the victim, infringes on the rights of the victim at school or materially and substantially disrupts the education process or the orderly operation of a school.

All incidents of bullying should be reported to the appropriate elementary principal.

A summary of relevant portions of the District's Policy Prohibiting and Addressing Bullying is attached as Appendix A. Further information regarding the District's related Plan may be found on the district website at:

www.arlington.k12.ma.us/administration/bullyingprevention/pdfs/apsbullyingpreventionplan.pdf

Student Conduct and Discipline

Good citizenship in schools is based on respect and consideration for the rights of others. Students will be expected to conduct themselves in a way that the rights and privileges of others are not violated. They will be required to respect constituted authority, to conform to school rules and to those provisions of law that apply to their conduct.

While this section provides examples of conduct that is prohibited, not every type of prohibited conduct can be listed. Students are expected to recognize that any conduct that is inconsistent with maintaining an appropriate environment either at school or at a school-sponsored event could lead to discipline, including exclusion from school. Even misconduct that does not take place in school or at a school sponsored event can result in discipline if it is of a serious nature and has a direct relationship to the school or causes substantial disruption to the school environment.

Suspension

School staff may use suspension from school not only as a deterrent to inappropriate behavior, but also to address the needs of students adversely affected by the inappropriate behavior of others. However, school staff seek to use alternatives to suspension whenever effective and appropriate to the circumstances. Except in the case of the “Statutory Offenses” as described in M.G.L. Ch. 71, §37H and 37H1/2 and set forth below, students may not be suspended more than 90 days in a school year, and school staff will avoid suspensions of more than 10 days until alternatives such as positive behavioral interventions and supports have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.

Any student who is suspended from school will be given the opportunity to make up school work as needed to make academic progress. If the student is excluded from school for more than ten (10) consecutive days the student will have an opportunity to receive education services in order to make academic progress through the school-wide education service plan.

If a student in preschool or in grades K through 3 is to be suspended out-of-school, the principal will provide written notice to the superintendent and explain the reasons for imposing an out-of-school suspension before the suspension takes effect.

The following are examples of behaviors that may lead to suspension:

- a. Physical and/or verbal assault on an adult or student (includes fighting).
- b. Verbal threats (verbal, written, electronic or otherwise) made to any student or staff member.
- c. Bullying.
- d. Remarks, gestures or physical contact, the display or circulation of written materials or pictures derogatory to either gender, gender identity, or sexual orientation or to racial, ethnic, religious, age, ancestry or disability groups.
- e. Pulling a false fire alarm, starting a fire, or making a bomb threat.
- f. Possession of controlled substances (drugs), alcohol, cigarettes (including vapor devices).
- g. Possessing dangerous items (e.g., knives, guns, look-alike guns, weapons, explosives, matches, harmful chemical substances).
- h. Using or copying the academic work of another and presenting it as his/her own without proper attribution.

- i. Repeatedly and intentionally defying the valid authority of supervisors, teachers, or administrators.
- j. Malicious destruction of property or stealing, including school property.

School principals retain the authority to discipline students for any other misconduct not specifically listed above.

Expulsion

Section 37H of Ch. 71 of the Gen. Laws gives principals authority to expel any student who is found on school premises or at school-sponsored events in possession of a dangerous weapon or a controlled substance, or any student who assaults school personnel on school premises or at school-sponsored events. Expulsion is discretionary within the province of the principal. Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H1/2. Offenses covered by these statutes are sometimes referred to as "Statutory Offenses."

Disciplinary Procedures

The procedures that must be followed prior to suspending or expelling a student from school are outlined in Appendix B of this Handbook.

Discipline of Special Education Students

"The Individuals with Disabilities Education Act" (20 U.S.C., §1400 et seq.) and related regulations (34 C.F.R. §300 et seq.) ("IDEA") provide eligible students ("students") with certain procedural rights and protections in the context of student discipline, as set forth below.

Short term removals

Students who violate school rules are subject to removal from their current placement for up to ten (10) consecutive school days to the extent that such a removal would be applied to students without disabilities, without a prior determination of whether the conduct is a manifestation of the student's disability. Students may be removed for additional periods of up to ten (10) consecutive school days in the same school year for separate incidents of misconduct without a manifestation determination, so long as the removal does not constitute a "change of placement" as described below. However, during such additional removals the district must provide the student with services to the extent necessary for progress in the general curriculum and the student's Individualized Education Program ("IEP") goals, as determined by the principal in consultation with at least one teacher. In addition, if appropriate, the district must conduct a functional behavioral assessment and develop or revise an existing behavioral plan for the student.

Change of Placement

A suspension of longer than 10 consecutive days or a series of shorter term suspensions that constitute a pattern are considered to represent a “change in placement.” Prior to a suspension that constitutes a change in placement, the student’s Team, including the student’s parents, must convene to determine whether the behavior is a manifestation of the student’s disability. In making this determination, the Team must review all relevant information in the student’s file, including the IEP, teacher observations, and any relevant information provided by the parents, to determine if the conduct was caused by, or had a direct and substantial relationship to the student’s disability, or was the direct result of any failure by the school to implement the IEP.

Results of the Manifestation Determination

If the Team determines that the behavior is not a manifestation of the disability, then the school may suspend or expel the student consistent with the policies applied to students without disabilities, except that the district must still provide an appropriate educational program to the student, as determined by the Team, which program may be in a different setting. If the Team determines that the behavior is a manifestation of a disability, the Team must conduct a functional behavioral assessment and develop a behavioral intervention plan or where a behavioral intervention plan was previously developed, must review the plan and, if necessary, modify it to address the behavior. Except in circumstances involving drugs, weapons, or serious bodily injury as described below, the student will be returned to the placement from which the student was removed unless the placement is changed by agreement or through the Team process.

Exception for Drugs, Weapons and Serious Injury

Regardless of the Team’s decisions regarding the manifestation determination, school personnel may order a change in the placement of a student to an interim alternative educational setting, such setting to be determined by the Team, for not more than forty-five (45) school days if the student (1) carries a weapon to school or to a school function; (2) knowingly possesses, uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function; or (3) has inflicted serious bodily injury upon another person at school, on school premises, or at a school function. Additionally, a Massachusetts Bureau of Special Education Hearing Officer, under certain circumstances, may order a change in the placement of a student with a disability to an interim alternative education setting for up to forty-five (45) days if the hearing officer determines that maintaining the current placement is substantially likely to result in injury to the child or others.

When a parent(s)/guardian(s) disagrees with the Team’s decision on the “manifestation determination” or with a decision regarding placement, the parent(s)/guardian(s) has a right to request an expedited due process hearing from the Bureau of Special Education Appeals.

Additional information regarding the procedural protections for special education students eligible for services under laws providing for services for students with disabilities can be obtained from the Director of Special Education.

Discipline of Students Whose Eligibility for Special Education is Suspected

The IDEA protections summarized above also apply to a child who has not yet been found eligible for services under the statute if the district is “deemed to have knowledge” that the child was eligible for such services before the conduct that precipitated the disciplinary action occurred. The IDEA provides that a school district is “deemed to have knowledge” if: (1) the child’s parent had expressed concern in writing to district supervisory or administrative personnel or the child’s teacher that the child needs special education and related services; (2) the child’s parent had requested an evaluation of the child to determine eligibility for special education services; or (3) the teacher of the child or other school district personnel had expressed specific concerns about a pattern of behavior by the child directly to the district’s director of special education or to other supervisory personnel. However, a school district is not “deemed to have knowledge” if the district evaluated the student and determined that the child was not eligible for special education services or the child’s parent refused an evaluation of the child or IDEA services.

If the school district has no knowledge that a student is an eligible student under the IDEA before taking disciplinary measures against the student, the student may be disciplined just as any other student may be. If, however, a request is made for an evaluation to determine eligibility while the student is subject to disciplinary measures, the district must conduct the evaluation in an expedited manner. Pending the results of the evaluation, the student must remain in the educational placement determined by school authorities, which may include suspension or expulsion with services provided only to the extent required for general education students. If the student is determined eligible for an IEP as a result of the evaluation, the school district must provide the student with special education and related services in accordance with the IDEA.

Discipline of Students with Disabilities Under Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 (“Section 504”) provides students with disabilities certain procedural rights and protections in the context of student discipline. Prior to imposing a “significant change in placement” for disciplinary reasons, the district must determine whether the conduct is a manifestation of the student’s disability. A significant change of placement results not only from an exclusion for more than 10 consecutive school days, but also from a pattern of shorter suspensions accumulating to more than 10 school days during a school year. Whether a pattern exists must be decided on a case-by case basis, considering such factors as the length of each suspension, the nature of the alleged conduct, the proximity of the suspensions to one another, and the total amount of time the student is excluded from school.

Prior to any significant change in placement for disciplinary reasons, a group of individuals knowledgeable of the student, the evaluation data, and the school program must determine whether the conduct at issue is related to the student’s disability. If the conduct is directly related to the disability, the district will not impose the discipline and will develop an individual behavior management plan if the behavior significantly interferes with the student’s ability to benefit from his education. If the conduct is not directly related to the student’s disability, the district may discipline the student as it does general education students.

Freedom from Corporal Punishment

Maintaining discipline on school property shall never include the right to inflict corporal punishment on any student.

Dress Code

The School Committee considers dress to be a personal and family matter; students will be expected to exercise good judgment as to appropriate dress. Students should come to school dressed in a fashion that does not inhibit either the teaching or learning processes or promote an unsafe environment. It is expected that students will demonstrate good taste in this manner and will take pride in their personal appearances.

Immediate responsibility for determining what is or is not appropriate dress will rest with the principal.

Acceptable Use of Technology

Every student and their parents/guardians are required to sign an acceptable use policy regarding the use of school computers including access to the Internet.

For more information, refer to the APS Acceptable Use Policy.

www.arlington.k12.ma.us/asc/policies/ijndb.pdf

Health And Wellness Information

Health Office Information

Each school has an assigned qualified nurse who is trained and certified in the specialized practice of School Nursing that advances the wellbeing, academic success, and lifelong achievement of students. To that end, school nurses facilitate positive student responses to normal development; promote health and safety, intervene with actual and potential health problems; provide case management services, and actively collaborate with others to build student and family capacity for adaptation, self-management, self-advocacy and learning.

Arlington school nurses provide:

When a child becomes ill at school, a parent or guardian will be notified and are expected to come for the child immediately.

- Illness and care
- Injury prevention and treatment of injuries that occur in school
- Medication administration and monitoring
- Individualized health care planning and case management for students with special healthcare needs
- Health counseling and health promotion
- Management of student health records
- Health screenings (vision, postural, hearing, height, weight)
- Communication with students, parents, the school community and health care providers
- Communicable disease prevention and control
- Access to health care services and insurance
- Emergency preparedness and response

Student Attendance During Illness

There are times when a student should remain at home for his/her own welfare and the protection of other students. Your child should remain at home if he/she has:

- Uncontrollable and/or productive cough
- Fever over 100.4 degrees within past 24 hours
- Vomiting or diarrhea within past 24 hours
- Sore throat and swollen glands
- Undiagnosed rash or skin eruptions
- Earache, severe headache or drainage from eyes

Students should remain home for 24 hours after an acute illness or after starting antibiotics for a diagnosed infection

Medication Policies

Daily Medication

In order to ensure the health and safety of children requiring medication during the school day, the following procedures must be followed:

The Health Office requires that the following forms be completed and returned to the nurse before medication is given at school:

- Signed consent by the parent/guardian to give the medication
- Medication order signed by the child's physician. The medication order should be taken to your child's licensed prescriber (doctor, nurse practitioner) for completion and returned to the school nurse. This order must be renewed as needed and at the beginning of each academic year.
- If the child requires an EpiPen and/or an Individual Health Care Plan (for ex. Asthma, Life Threatening Allergies, Diabetes, Seizure Disorder), please contact the school nurse as soon as possible to discuss and have the appropriate forms signed.

You or a responsible adult whom you designate should deliver the medicines to the school in a pharmacy or manufacturer-labeled container. Please ask your pharmacist to provide separate bottles for school and home. No more than a thirty-day supply of medicine should be delivered to school.

Short Term Prescription Medication

No medication should be brought to school, unless prescribed to be given at school. In order to protect all school children, the following procedure is used when a child must take a medication during school hours on a short-term basis.

1. The parents are requested to ask the physician if it is possible to prescribe the medication other than during school hours.
2. If the medication must be taken during the school hours, the parent/guardian will send **no more than a thirty-day supply**.
3. The accurate dose will be sent in a container labeled by the pharmacy with the following information: name of child, name and dosage of medication, date prescribed, and name of prescribing physician.
4. The parent/guardian will send a note to the nurse giving permission to take the medication **as prescribed**. Only the nurse is allowed to dispense the medication. The note will be attached to the child's health record.
5. If the medication is for more than ten days a form will be sent home to be completed by the MD and returned to the nurse.
6. Over the counter medications are **not** encouraged to be administered in school, except in unusual circumstances and only by the nurse with written permission.
7. Metered dose inhalers prescribed for Asthma and EpiPens prescribed to prevent anaphylaxis may be carried by a student and self-administered with written permission and after discussion with the school nurse.
8. Students are not allowed to have medications on their possession at school. There may be exceptions to this rule and such will be approved by the school nurse.

Guidelines For Students With Life-Threatening Allergies (LTA)

Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. The Arlington Public Schools cannot guarantee to provide an allergen-free environment for all students with life threatening allergies, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to food allergens that pose a threat to those students, educate the community, and maintain and regularly update a system-wide protocol for responding to their needs. A system-wide effort requires the cooperation of all groups of people within the system.

The goal of the Arlington Public Schools regarding Life Threatening Allergies (LTA's) is to engage in a system-wide effort to:

- Prevent any occurrence of life threatening allergic reactions
- Prepare for any allergic reactions
- Respond appropriately to any allergy emergencies that arise

School nurses, in conjunction with the student's parent(s)/guardian(s) and the primary care provider/allergist will prepare an Allergy Action Plan/Individual Health Care Plan for any student with a life threatening allergy. The plans will be reviewed by the school nurse, the student's parent(s)/guardian(s) and primary care provider and/or the student's allergist, and signed off by the child's physician to indicating that he/she deems it to be adequate. The Allergy Action Plan/Individual Health Care Plan will be available in the nurse's office and homeroom in the student's homeroom at the elementary level. EpiPens will be available in the nurse's office and those prescribed for individual students will be kept in that child's homeroom and in other clearly designated locations as specified in the AAP/IHCP.

Staff will be trained to identify and respond to reactions from LTA's, including the use of EpiPens. Any staff involved with students who have LTA's will be informed and provided information from the AAP/HCP of each of these students. School staff will take steps to ensure that these classrooms and instructional areas are as allergen free as possible.

Schools will provide and maintain LTA free tables in each elementary school cafeteria as needed by the Individual Health Care Plan. These tables will be designated by a universal symbol. These tables will be cleaned and sanitized. Elementary schools encourage "NO FOOD TRADING" and "NO UTENSIL SHARING" policies to minimize accidental exposure to allergens.

It is requested that each parent of a student with an LTA inform the school nurse of your child's allergies prior to the opening of school (or as soon as possible after a diagnosis). Parent(s) must arrange to meet with the school nurse to develop an Allergy Action Plan/Individual Health Care

Plan (AAP/IHCP) for the student and provide medical information from the child's treating physician as needed to write the Plans. Parents should provide the school a list of foods and ingredients to be avoided, and provide a list of safe or acceptable foods that can be served to your child.

In addition parents should do the following:

- Provide the school nurse with enough up-to-date emergency medications (including EpiPens) so they can be placed in all required locations for the current school year.

- Complete and submit all required medication forms.
- Provide a Medic ALERT ID for your child.
- Notify nurse of upcoming field trip as soon as possible and provide EpiPen to be taken on field trips as stated in the field trip policy.
- Encourage students to wash hands before and after handling food.
- Teach your child to recognize the first symptoms of an allergic/anaphylactic reaction and to communicate clearly as soon as s/he feels a reaction is starting.
- Not share snacks, lunches or drinks.
- Take as much responsibility as possible for his/her own safety.

For more information on the LTA policy, refer to:

www.arlington.k12.ma.us/asc/policies/jlccb.pdf

Wellness Policy

The Arlington Public School System supports health lifestyles, nutrition and physical activity for everyone. Health and wellness for children relies on the collective efforts of families, the school community, the health system, food industry, and the wider community. The APS recognizes its role in this important community endeavor through the implementation of a district Wellness Policy and the promotion of good nutrition and physical activity.

For more information on the district wellness policy, refer to the APS website.

www.arlington.k12.ma.us/asc/policies/jlce-e.pdf

Communicable Diseases

The spread of communicable diseases can be controlled by the use of good infection control practices. In the school setting, age appropriate immunization is the key in preventing the transmission of vaccine preventable diseases. Proper hand hygiene, standard precautions, appropriate cleaning and disinfecting are effective methods for preventing the spread of most infectious diseases. These practices are practiced and implemented consistently in the Arlington Public Schools.

A child showing symptoms of any communicable disease for which health officials order isolation is required to be kept out of school as long as the child's illness is considered to be contagious. If symptoms develop at school, administration will notify the parent/guardians that the child must be taken home. In case of contagious or infectious disease, the school nurse shall notify the health officials.

Smoking on School Premises

Use of any tobacco products within the school buildings, school facilities, or on school grounds or school buses by any individual, including school personnel and students, is prohibited at all times.

A staff member determined to be in violation of this policy shall be subject to disciplinary action.

A student determined to be in violation of this policy shall be subject to disciplinary action pursuant to the student discipline code and shall receive education on the hazards of smoking.

Pets

Parents and children are reminded that pets are not allowed on school property. This is both a safety issue and a health concern. Please do not walk dogs or other animals on the school grounds. This also applies to families when dropping off and picking up their children

Parent Notification Relative to Sex Education

It is the rights of parents and guardians of our students to determine whether or not their children will participate in curriculum that primarily involves human sexual education or human sexuality issues. At the beginning of each school year, all parents/guardians of students in our schools will be notified in writing of the courses and curriculum we offer that primarily involve human sexual or human sexuality issues. If planned curriculum change during the school year, to the extent practicable, parents/guardians will be notified of this fact in a timely manner before implementation. Each such notice to parents/guardians will include a brief description of the curriculum covered by this policy, and will inform parents/guardians that they may:

1. Exempt their child from any portion of the curriculum that primarily involves human sexual education or human sexual issues, without penalty to the student, by sending a letter to the school Principal requesting an exemption. Any student who is exempted by request of the parent/guardian under this policy may be given an alternative assignment.
2. Inspect and review program instruction materials for these curricula, which will be made reasonably accessible to parents/guardians and others to the extent practicable.

Parents/guardians may arrange with the principal to review the materials at the school and may also review them at other locations that may be determined by the Superintendent of Schools.

At the elementary school level, the Health Curriculum, The Great Body Shop, includes a unit called "Growing Up" for grade five students. This unit teaches the basic facts about growing up, including the role of hormones, the endocrine system, and the biological differences between girls and boys. More information about this curriculum can be obtained from the nurse or principal at the individual schools.

Curriculum, Assessments and Progress Reports

Curriculum Documents

All APS curriculum documents are aligned with the Massachusetts State Frameworks. For more information on Mass Frameworks and Standards, you may go to the MASS Department of Elementary and Secondary Education (DESE) website.

www.doe.mass.edu

For detailed information on Arlington curriculum documents, refer to the APS website www.arlington.k12.ma.us/tl/curr/

Curriculum information that is specific to content areas and grade levels is available in each of the elementary schools. In addition, classroom teachers will be providing specific information to families during orientation and Back-to-School programs.

Assessments

Assessments are an important tool in education at all levels. They provide vital feedback regarding student performance, effectiveness of curriculum, and in determining how to better support all students in the learning process. Students in Arlington are assessed using classroom-based assessments, system-wide common assessments, as well as statewide tests (MCAS).

APS Common Assessments are administered town-wide throughout the year in Reading, Writing, and Math. Results of these tests provide important information regarding student progress and curriculum delivery. For more information regarding these assessments, see your classroom teachers.

The Massachusetts Comprehensive Assessment System (MCAS) is designed to meet the requirements of the Education Reform Law of 1993. This law specifies that the testing program must:

1. Test all public school students in Massachusetts, including students with disabilities and limited English proficient students
2. Measure performance based on the Massachusetts Curriculum Framework learning standards
3. Report on the performance of individual students, schools, and districts

State Mandated Assessment Tests (MCAS) are administered in the spring of each year in grades 3, 4, and 5. (Beginning in spring 2016, students in grades 3-8 will be tested using the PARCC assessment; in 2017, the new MCAS 2.0 assessment)

Grade 3 - ELA Reading, Mathematics

Grade 4 - ELA Reading Comprehension, Writing, Mathematics

Grade 5 – ELA Reading Comprehension, Mathematics, Science and Technology

Test results are forwarded to parents after the results are received from the State.

As required by the Education Reform Law, students must pass the Grade 10 tests in English Language Arts (ELA), Mathematics, and Science as one condition of eligibility for a high school diploma (in addition to fulfilling local requirements). In addition, the state assessment program is used to hold schools and districts accountable, on a yearly basis, for the progress they have made toward the objective of *No Child Left Behind*, that all students be proficient in Reading and Mathematics.

Progress Reports

Standards-based progress reports are distributed for students in grades 1-5 three times a year in December, March, and June.

Standards-based progress reports for students in Kindergarten are distributed two times a year in December and May.

The grade level progress reports and rubrics may be found on the APS website at www.arlington.k12.ma.us/tl/progressreports/

Parent Teacher School Conferences

In order to communicate with parents regarding their student's progress, parent-teacher school conferences are held at each school. The dates for these conferences are published on the district calendar which can be found at www.arlington.k12.ma.us. Each student's teacher will communicate with parents regarding parent-teacher conference registration.

Homework

Homework enriches and extends the learning experience of the school day and stimulates interest in learning outside of the classroom. Additionally, homework supports learning through practice and the development of study skills such as time management, independence, and growth in responsibility.

For elementary students, learning at school is supplemented by homework. Homework is assigned for grades 1 and above. A general guideline is that a child spends about 10 minutes per grade level on an evening's assignment (first grade: 10 minutes, second grade: 20 minutes, etc.). Reading at home with a parent or independently is strongly encouraged. Parents are also encouraged to review homework and the schoolwork brought home each day to promote the quality of each child's work with regard to its completeness, accuracy and presentation.

Additional Programs

Metropolitan Council for Educational Opportunity (METCO)

The Arlington Public Schools participates in one of the nation's largest and longest running desegregation programs, known as METCO. The METCO program provides the opportunity for an integrated public school education for children of color from racially imbalanced schools in Boston by placing them in suburban schools. METCO also provides a new learning experience for suburban children and provides a closer understanding and cooperation between urban and suburban parents. There are no income requirements for participating urban families.

www.arlington.k12.ma.us/metco

For more information, contact Margaret Credle-Thomas, APS METCO Director
Phone: 781-316-3566 E-mail: mthomas@arlington.k12.ma.us

Enrichment

Parent Teacher Organizations (PTO) from each school enthusiastically plan and implement a variety of cultural and academic events to enrich the curriculum. Each school's events may differ but some past offerings have included such programs as:

- Entertainment from multigenerational ensembles, a cappella groups, instrumental groups, and marionette demonstrations
- Interactive experiences where the children participate in the productions
- Science programs incorporating magnets, plants, star gazing, and live animals
- Mock elections in which the students follow real voting procedures

For school specific information, go to your neighborhood school website.

Student Support Services

Counseling

Counseling services are available in each elementary school to support students with school adjustment, social and emotional development, and normative life crises. Referrals are made through the classroom teacher, Teacher Assistance Teams and/or the school principal. (See below.)

English Language Learners (ELL)

The ELL Department is responsible for providing English language instruction to ELL students.

The current laws in the United States and in the State of Massachusetts require that ELL students receive special English instruction until they are proficient in English. School districts are required to identify children who can benefit from ELL services as they come into the district so they are first screened to assess their English proficiency.

For more information, visit the ELL website.

www.arlington.k12.ma.us/departments/English_Language_Learners

Reading Intervention in Regular Education K-5

The Three Tier Model is a research based service delivery model designed to deliver reading services to K-3 students. It utilizes the skills and training of classroom teachers, reading teachers, reading coaches, and special education staff for reading instruction. The classroom-reading program will remain the core reading program for all students.

Tier I reading instruction is the comprehensive literacy program which students receive in the regular classroom settings. In addition, the classroom teachers will give supplemental, targeted support to students who are struggling to master the reading skills and concepts taught at that grade level.

Tier II is an intervention level of service for the students who have been identified as needing reading support based on district and state criteria. These students will receive an additional 30 minutes of support five times a week provided by the classroom teacher, the reading teacher, reading coaches, or special education staff.

Tier II.5 is a more intensive level of support provided to students who have participated in at least one year of comprehensive intervention, such as Tier II, and have failed to close the gap in their reading achievement. This generally will entail a program on five times a week for 30 minutes with a targeted group of students with similar needs. The services include an appropriate mix of phonics, fluency, and comprehension based on student need. It may also involve additional weekly sessions of intervention beyond the five times a week for 30 minutes, depending on individual needs and student progress.

Tier III is the most intensive level of intervention for students who are performing at least one grade level below expectations AND have already received Tier II/II.5 or another similar level of comprehensive instruction and intervention without showing sufficient progress in reading achievement. This level of intervention occurs 5 times per week for 60 minutes in addition to classroom reading instruction. Students will receive daily instruction in Wilson/OG/Fundations. Part of each session will also be devoted to fluency and reading comprehension.

For more information, contact one of the District Elementary Reading Coaches: Linda Hanson (lhanson@arlington.k12.ma.us), or Tammy McBride (tmcbride@arlington.k12.ma.us) or visit the Reading website: www.arlington.k12.ma.us/tl/curr/ela/k-5/reading

Teacher Assistance Teams (TAT)

Students experiencing learning difficulties can be helped through a wide array of instructional supports. Once a problem has been identified, teachers meet with the principal and other teacher/specialists to explore classroom or school-based accommodations to help support the student. This instructional support can include, but is not limited to, reading intervention, accommodations to curricula, behavioral contracts, counseling, after-school help, and teacher/parent/guardian conferences. State law requires schools to meet the needs of students within the regular education program using instructional supports often referred to as Response to Intervention

before considering a Special Education Evaluation.

Each of Arlington's schools has a TAT made up of teachers and specialists who serve as an important resource. The TAT often develops additional instructional support activities to help the student better access the general curriculum. Typically, TAT members review student data, documents, and interventions used within regular education. If the documentation shows that the instructional support services are producing positive results, and the student is making effective progress in the regular education setting, no further intervention is necessary. If, however, the documentation shows that the student is not responding to the interventions, a referral may be made for a Special Education Evaluation. Parents or guardians have the right to refer a student for a special education evaluation as well.

Special Education

If a student is found eligible for special education services through district evaluation, an Individualized Education Program (IEP) will be developed by the IEP team to address the individual instructional needs of the student. Special Education in Arlington is provided as one aspect of a continuum of supportive services and programs. It is Arlington's philosophy that ALL students can learn and should be full participants in the life of the school.

For more information on the referral process, please contact the building principal, building team chairperson, or the Director of Special Education.

Parent Involvement

Volunteers

There are many opportunities for volunteering. Please contact your PTO or classroom teacher for more information. All volunteers must submit a CORI check. The CORI is required even for a one-time event. CORI forms are located in each elementary school office.

Parent Teacher Organization (PTO)

The PTO organizes most of the fundraising and special events at each elementary school. Parents and teachers are strongly encouraged to join the PTO and become active members. It is a great way to volunteer for one hour or even the entire school year. PTO meetings are typically held one a month for two hours. Committee chairs, the principal, and teachers report and evaluate past activities and discuss current and upcoming activities ahead. Students and teachers rely on their PTO for support in numerous ways.

Parent volunteers are appreciated. Please contact your school's PTO, classroom teacher, or principal and help make a difference in your child's education.

Bishop Elementary:

<http://bishopschoolpto.weebly.com/>

Brackett Elementary:

<http://brackettelementary.org/PTO>

Dallin Elementary:

http://www.arlington.k12.ma.us/dallin/pto_gettinginvolved.php

Hardy Elementary:

www.hardyschool.com/pto

Peirce Elementary:

<http://peirceschool.info/volunteering/>

Stratton Elementary:

<http://strattonpto.org/wordpress1/>

Thompson Elementary:

<http://www.thompsonschooldpto.org/>

School Councils

According to MA State Law (Chapter 71, Section 59C), every public school in the Commonwealth must have a School Council consisting of the school principal, who co-chairs the council, parents of students attending the school who are selected through an election by parents, teachers who are elected by the teachers in the school, and members of the community. The council meets regularly with the principal of the school to assist in the identification of the educational needs of the students attending the

school, to review of the annual school budget, and to formulate a school improvement plan.

For more information on the School Council in your neighborhood school, go to the individual school websites.

SEPAC (Arlington Special Education PAC)

SEPAC is a parent volunteer group that acts as an advisor to and provides resources for parents and children with disabilities in the Arlington Public Schools.

For more information, visit the website www.arlington.k12.ma.us/sepac or email arlingtonsepac@yahoo.com

Community Resources

Arlington has many resources for you and your family.

www.arlingtonma.gov

- **Arlington Boys & Girls Club**

www.abgclub.org/

As a nonprofit institution, the Club is committed to affordable opportunities for enriching constructive activities that many children would not otherwise have.

- **Arlington Center for the Arts**

www.acarts.org/

The Arlington Center for the Arts (ACA) is a 501 (c) (3) non-profit arts organization that offers more than 250 programs annually in the visual, literary, and performing arts, many of which are free to the community. Programs include classes and workshops for adults and children, vacation arts programs for students aged 4-14, art exhibits, theater and music performances, lectures, arts festivals, and many more programs designed to make art accessible to all.

- **Arlington Children's Theater**

ACT.arlington.ma.us/

ACT, a non-profit organization run entirely by parent volunteers, hires professional theater artists to work with the children to bring high production values to the shows.

- **Arlington Community Television**

<http://acmi.tv>

Public, Educational and Governmental Access Television on RCN, Comcast, and Verizon.

- **Arlington Education Foundation**

www.arlingtoneducationfoundationma.org/

AEF is a 501(c)3 corporation that raises money to support and enrich the Arlington Public Schools.

- **Arlington Family Connection**

www.arlingtonfamilyconnection.org

Non-profit organization for families with children ages six and under in Arlington.

- **Arlington Friends of the Drama**

www.afdtheatre.org/

AFD Theatre (Arlington Friends of the Drama) has presented award-winning productions to the community for 85 years. Actors, production staff, behind the scenes supporters, and members are always welcome.

- **Arlington Historical Society**

www.arlingtonhistorical.org/

The Arlington Historical Society promotes and encourages knowledge of the history of the Town of Arlington from its earliest days (1635) to modern times. It preserves, documents, and shares Arlington history through exhibits at the Smith Museum, through conserving and offering tours of the Jason Russell House, an eighteenth century home and Revolutionary War battle site, and by hosting a yearly lecture series, school group visits, and academic and family researchers.

- **Arlington Hockey and Figure Skating Club**

www.Arlingtonice.com/

Offers programs for children 5 – 19 in figure skating and hockey.

- **Arlington Housing Authority**

www.arlingtonhousing.org/

The Arlington Housing Authority operates several housing assistance programs, which provide direct housing in government-owned developments or subsidized housing in privately owned dwellings for persons of low or very low income.

- **Arlington List**

www.arlingtonlist.org/

Email list for Arlington residents. You can think of the list as a long, long back fence, where neighbors can chat, trade stories, and get some useful information about Arlington.

- **Arlington Parents List**

<https://groups.google.com/forum/#!forum/arlingtonparents>

The Parents list is a conversational email list for parents to discuss parenting and Arlington events for parents with other area residents.

- **Arlington Pop Warner**

www.leaguelineup.com/welcome.asp?url=arlingtonpw

- **Arlington Recreation Commission**

<http://www.arlingtonma.gov/departments/recreation>

Arlington Recreation, a self-sustaining department of the town of Arlington, offers safe, quality and affordable programs and facilities for citizens of all ages and abilities. Staff members are qualified professionals, dedicated to serving the community with excellence and pride.

- **Arlington Soccer Club**

www.arlingtonsoccerclub.com/

- **Arlington Youth Consultation Center (AYCC)**

AYCC works towards the treatment, prevention, and resolution of problems relating to the children and youth of the Town, and advises and assists other agencies concerned with such matters. AYCC provides counseling services (individual, group, and family), crisis intervention services, referral services, and pharmacological services to children and youths and families. The services are available to all Arlington residents whose problems involve children and adolescents ages 3 to 21.

Located at 670R Massachusetts Avenue. Call 781-316-3255.

<http://www.arlingtonma.gov/departments/health-human-services/arlington-youth-counseling-center-aycc>

- **Child At Risk Hotline**
www.mass.gov/
The Department of Children and Families (DCF) is the Massachusetts state agency responsible for protecting children from child abuse and neglect. To report abuse or neglect, call the Child-at-Risk Hotline anytime of the day or night at 800-792-5200.
- **Child Care Resource Center Inc.**
<http://www.manta.com/c/mm8wjrs/child-care-resource-center-inc> CCRC works to ensure that children thrive. Promote the care and education of all children through advocacy and programs that serve families, professionals and communities.
- **The Children's Room**
www.childrensroom.org/
Center for Grieving Children and Teenagers, Inc. 819 Massachusetts Ave. Arlington, Massachusetts 02476 781-4741
- **Fidelity House**
www.fidelityhouse.org/
Fidelity House is dedicated to meeting the needs of Arlington families by providing flexible, diverse and quality programs for all ages. Youth development is the primary purpose of the center. Its mission is the promotion of good citizenship, increasing self-reliance and furthering the social, physical and emotional growth of the individual.
- **Little Fox Shop**
<http://www.littlefoxshop.com/>
A volunteer-run children's resale shop in support of the Fox Library. The shop carries an array of children's toys, books, games, clothes, infant equipment, and maternity wear. Quality donations are accepted and volunteer opportunities are available.
- **Fox Library**
www.robbinslibrary.org/about/fox-branch
The Fox Branch of the Robbins Library has a variety of fiction and nonfiction titles for adults, young adults and children, as well as newspapers and magazines. Small collections of videos and Large Type Print books rotate from the Robbins Library to the branch on a regular basis. CD-ROM games for children are available to borrow. Infant-toddler programs, preschool story times and sing-alongs are offered
- **Robbins Library**
www.robbinslibrary.org/
The library maintains a high quality collection of current materials to meet residents' desires for leisure reading, listening and viewing, recreational and cultural enrichment.
- **Walking in Arlington**
www.walkinginarlington.org/
A group concerned about issues involving pedestrians.

APPENDIX A

Bullying and Retaliation are Prohibited

The Arlington Public Schools are committed to maintaining a school environment where students are free from bullying, including cyber-bullying, and the effects of such conduct. We further recognize that students may be more vulnerable to bullying based upon actual or perceived differences related to race, color, religion, ancestry, national origin, sex, socio-economic status, homelessness, academic status, gender identity or expression, physical appearance, pregnant or parenting status, sexual orientation, mental, physical developmental or sensory disability or by associations with other people who have one or more of these characteristics. We will provide support to students whose vulnerability is brought to the attention of a teacher, guidance counselor or administrator through observation or direct report from a student, staff member or parent/guardian. This support may be in the form of counseling, education to support both the student's ability to report bullying and his/her skills, knowledge and strategies to respond to bullying or harassment.

A. Definitions

Bullying is conduct that is repeated by one or more students or by a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity or paraprofessional and is directed at a student, causing one or more of the following:

- a. Physical or emotional harm to the targeted student or damage to his/her property;
- b. Placement of the targeted student in reasonable fear of harm to him/herself or of damage to his/her property;
- c. Hostile environment at school for the targeted student;
- d. Infringement on the rights of the targeted student at school; or
- e. Material and substantial disruption to the educational process or the orderly operation of the school.

Bullying generally involves "picking on" a student over time and may include conduct such as hitting and shoving; pressuring a student into taking an action he/she does not wish to take; words that involve threats, teasing, putdowns, or name-calling; threatening looks, gestures, or actions; cruel rumors; false accusations; and social isolation.

Cyberbullying is bullying through use of cell phones, computers or other technology and may include conduct such as sending derogatory, harassing, or threatening email messages, instant messages, text messages, or bogs; creating websites or bogs that make fun of, humiliate, or intimidate others; and posting or sending embarrassing or inappropriate pictures or images of others. It may also include creating a website, bog, or posting by which the creator/author impersonates another person.

Hostile Environment is a circumstance in which bullying causes the school environment to be permeated with intimidation, ridicule or insult that is sufficiently severe or pervasive to alter the conditions of a student's education. The targeted student becomes so concerned about bullying that he/she is unable to participate in and concentrate on academic and other school activities.

Retaliation is any form of intimidation, reprisal, or harassment directed against a person who reports bullying, provides information during an investigation of bullying, or witnesses or has reliable information about bullying. It involves a student or staff member “getting back at” a student because of a belief that the student reported bullying or provided information about it to an adult or others who may help the targeted student.

B. Acts of Bullying (Including Cyberbullying) and Retaliation Are Prohibited.

The Arlington Public Schools prohibit bullying (including cyberbullying) and retaliation as defined above both at school and under the following circumstances:

- on school grounds or any property next to school grounds;
- at the bus stop or on school buses or any other school vehicle;
- at any school-sponsored, or school-related activities, functions or programs;
- through use any school computers, internet connection or other school based technology;
- at a location or during activities that are not school related, or by using a private computer or cell phone, if the bullying creates a hostile environment at school for the targeted student, infringes on the rights of the targeted student at school, or otherwise disrupts the orderly operation of the school.

C. How to Report Bullying

Students who believe they are targets of bullying or retaliation, or who know about bullying conduct should report the conduct to: K-5 Building principals, 6-8 Grade level Administrator, 9-12 House Deans. Students may also report the conduct to a teacher, guidance counselor, or other school staff member, who will in turn report the incident to the Principal (or to a member of the Superintendent’s staff if appropriate). Students are urged to report all conduct that is of actual concern to them. However, knowingly making a false accusation of bullying could result in discipline.

D. Addressing Concerns Regarding Bullying

The Principal or other appropriate administrator will be responsible for taking steps to investigate and otherwise address reports of bullying and retaliation. Where appropriate, the Principal/designee will take steps to restore a student’s safety even before an investigation has been completed. Students who engage in bullying will be subject to discipline by the Principal or Assistant Principal, subject to any procedural requirements. In making disciplinary decisions, the Principal/Assistant Principal will consider both the need for accountability and the importance of teaching appropriate behavior. The range of disciplinary action for students that may be taken includes, but is not limited to:

- verbal warning;
- written warning;
- reprimand;
- detention;
- short-term or long-term suspension; or
- expulsion from school

In addition to taking disciplinary action, the Principal/Designee will report conduct relating to bullying and retaliation to local law enforcement if s/he believes that criminal charges may be pursued.

Nothing in this handbook is intended to prevent school staff and/or school committee if applicable, from addressing and taking disciplinary action against a student for conduct that does not meet the definition of bullying/cyberbullying or retaliation, as defined above, but that is nevertheless

inappropriate for the school environment.

E. Closing a Complaint Regarding Bullying

In the event school staff determines that bullying or retaliation (as defined in this policy) has taken place, the Principal or designee will, in addition to taking disciplinary action, notify the parent or guardian of the student aggressor. Staff will also inform the parent of the targeted student of the steps that will be support the student and to prevent further acts of bullying or retaliation, so long as consistent with applicable legal restrictions. For example, specific information about disciplinary action taken will generally not be released to the target's parent or guardian—unless it involve a “stay away or other directive that the target must be aware of in order to report violations.

F. Further Review

If either party is dissatisfied with the results of an investigation, he/she may direct his/her concerns in writing to the Superintendent or designee for further consideration.

In addition, regardless of the outcome, school officials will inform parents about the Department of Elementary and Secondary Education Program Resolution System (PRS) and how to access that system. Information can be found at: <http://www.doe.mass.edu/pqa>, emails can be sent to compliance@doe.mass.edu or individuals can call 781-338-3700. Hard copies of this information are also available at the Superintendent's office.

The above language is intended to be consistent with the Arlington Public School's Policy Addressing Bullying and the Arlington Public School's Bullying Prevention and Intervention Plan. A copy of the complete plan is available at:
<http://www.arlington.k12.ma.us/administration/bullyingprevention/pdfs/apsbullyingpreventionplan.pdf>

APPENDIX B

DUE PROCESS and OTHER PROVISIONS RELATING TO STUDENT SUSPENSION OR EXPULSION

STATUTORY OFFENSES: CONDUCT THAT MAY LEAD TO EXPULSION UNDER M.G.L. c. 71, §37H and 37H½

Under M.G.L. Ch. 71, §§37H, students are subject to expulsion (i.e., permanent exclusion) by the Principal for the following conduct:

- Possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse)
- Possession of a dangerous weapon*
- Assault on teachers, administrative staff or other educational personnel

*This includes not only knives and guns, explosive devices and realistic replicas of such weapons/devices, but also other objects used to assault another person or to otherwise create a dangerous situation, such as a baseball bat, a pair of scissors, matches or a lighter. While such objects would not always constitute “dangerous weapons”, administrators and educational professionals will review the circumstances of each case and make a reasonable determination about whether a particular object in a student’s possession constitutes a dangerous weapon in the school setting. Any illegal weapon will be turned over to the Police Department. Any student who brings a firearm to school must be expelled for a minimum of one school year, with exceptions granted only by the superintendent. (The definition of a firearm includes but is not limited to guns (including a starter gun), bombs, grenades, rockets, missiles, mines and similar devices.)

Students are also subject to long term suspension/expulsion by the Principal when charged/convicted of a felony based upon the standards and procedures set forth in M.G.L. c.71, §37H½.

Any student who is removed from school for a disciplinary offense under G.L. c. 71, §37H or §37H½ for more than ten consecutive days will have an opportunity to receive educational services and make academic progress during the period of removal under a school-wide education service plan, and will so informed at the time of the suspension/expulsion.

Procedures Applicable to Statutory Offenses

When considering the exclusion of a student from school for possession of a dangerous weapon, possession of a controlled substance (such as marijuana, cocaine, or prescription drugs not authorized by the school nurse), or assault on teachers, an administrator may place a student on short term suspension (ten days or less) based upon an informal hearing, to be followed by a formal hearing before the Principal within that period of suspension to determine whether to take additional disciplinary action, up to and including expulsion from school.

1. The informal hearing will be in the form of a conference between the student and the principal or designee. At this conference, the student (1) shall be informed of the reason for the conference, (2) shall be given the opportunity to present his or her side of the story, and (3) shall be given a decision on the suspension. If the administrator deems delay of the hearing

necessary to avoid danger or substantial disruption, this process may occur immediately after, rather than before, the suspension.

2. Prior to putting a suspension into effect, the principal or designee shall make a reasonable effort to telephone and inform the student's parent or guardian of the impending suspension; this shall include attempts to contact the parents or guardian at home and at work. Parents may contact the school for additional information regarding the suspension.

3. A letter will be mailed to the parent/guardian of the suspended student stating:

- a) The reason for the suspension
- b) A statement of the effective date and duration of the suspension
- c) A statement regarding whether or not the Principal will schedule a formal hearing to consider further discipline, up to and including expulsion from school in accordance with M.G.L. c. 71, §37H (See below.)

When considering a suspension/expulsion of a student charged with/convicted of felony, the Principal will use the standards and procedures set forth in M.G.L. c.71, §37H½. In addition, prior to initiating such procedures, the Principal may meet informally with the student and/or his parents to review the charge and the applicable standards if the Principal deems appropriate. (See below.)

Controlled Substances, Dangerous Weapons and Assaults on Education Personnel
(M.G.L. c. 71, § 37H)

1. Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance as defined in chapter ninety-four C, including but not limited to, marijuana, cocaine, and heroin, may be subject to expulsion from the school or school district by the principal.

2. Any student who assaults a principal, assistant principal, teacher, teacher's aide or other educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school or school district by the principal.

3. Any student who is charged with a violation of either paragraph (a) or (b) shall be notified in writing of an opportunity for a hearing; provided, however, that the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the principal. After said hearing, a principal may, in his discretion, decide to suspend rather expel a student who has been determined by the principal to have violated either paragraph (a) or (b).

4. Any student who has been expelled from a school district pursuant to these provisions shall have the right to appeal to the Superintendent. The expelled student shall have ten days from the date of the expulsion in which to notify the Superintendent of his appeal. The student has the right to counsel at a hearing before the Superintendent. The subject matter of the appeal is not limited solely to a factual determination of whether the student has violated any provisions of this section.

5. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the

school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

Felony Complaints and Felony Convictions (M.G.L. c. 71, §37H½)

1. Upon the issuance of a criminal complaint charging a student with a felony or upon the issuance of a felony delinquency complaint against a student, the principal or headmaster of a school in which the student is enrolled may suspend such student for a period of time determined appropriate by said principal or headmaster if said principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and the reasons for such suspension prior to such suspension taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such suspension; provided, however, that such suspension shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the suspension to the Superintendent. The student shall notify the Superintendent in writing of his request for an appeal no later than five calendar days following the effective date of the suspension. The Superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three (3) calendar days of the student's request for an appeal. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The Superintendent shall have the authority to overturn or alter the decision of the principal or headmaster, including recommending an alternate educational program for the student. The Superintendent shall render a decision on the appeal within five (5) calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the suspension.

2. Upon a student being convicted of a felony or upon an adjudication or admission in court of guilt with respect to such a felony or felony delinquency, the principal or headmaster of a school in which the student is enrolled may expel said student if such principal or headmaster determines that the student's continued presence in school would have a substantial detrimental effect on the general welfare of the school. The student shall receive written notification of the charges and reasons for such expulsion prior to such expulsion taking effect. The student shall also receive written notification of his right to appeal and the process for appealing such expulsion; provided, however, that the expulsion shall remain in effect prior to any appeal hearing conducted by the Superintendent. The student shall have the right to appeal the expulsion to the Superintendent. The student shall notify the superintendent, in writing, of his request for an appeal no later than five (5) calendar days following the effective date of the expulsion. The superintendent shall hold a hearing with the student and the student's parent(s)/guardian(s) within three calendar days of the expulsion. At the hearing, the student shall have the right to present oral and written testimony on his behalf, and shall have the right to counsel. The superintendent shall have the authority to overturn or alter the decision of the principal; or headmaster, including recommending and alternate educational program for the student. The superintendent shall render a decision on the appeal within five calendar days of the hearing. Such decision shall be the final decision of the city, town or regional school district with regard to the expulsion.

3. Any school district that suspends or expels a student under this section shall continue to provide educational services to the student during the period of suspension or expulsion under section 21 of chapter 76. If the student moves to another district during the period of suspension or expulsion, the new district of residence shall either admit the student to the school or provide educational services to the student in an education service plan, under section 21 of chapter 76.

CONDUCT OTHER THAN STATUTORY OFFENSES

Conduct of concern in a school setting that is not covered by M.G.L. c. 71, §37H and 37H½ may result in disciplinary action up to and including long term suspension (up to 90 days) from school. The administration will determine the consequences for serious infractions of the Code of Discipline and avoid using long-term suspension from school (i.e., more than ten days cumulative in a school year) as a consequence until alternatives have been tried as appropriate. Alternatives may include the use of evidence-based strategies and programs such as mediation, conflict resolution, restorative justice, and positive behavioral interventions and supports.)

If a principal decides to impose an out-of-school suspension on for a student in preschool or in grades K through 3, the principal will send to the superintendent a copy of the written determination and an explanation of the reasons therefore, before the out-of- school suspension takes effect.

Any student who is expelled or suspended from school for more than ten (10) consecutive days, whether in school or out of school, shall have an opportunity to receive education services and make academic progress toward meeting state and local requirements, through the school-wide education service plan.

DUE PROCESS: PROCEDURES THAT APPLY TO DISCIPLINE FOR CONDUCT OTHER THAN STATUTORY OFFENSES

A. In-School Suspension for Less than 10 Cumulative Days During a School Year

An in-school suspension is a removal of a student from regular classroom activities, but not from the school premises. The procedure for an in-school suspension of no more than (10) school days (consecutive or cumulatively for multiple infractions during the school year) will be as follows:

1. The administrator will inform the student of the disciplinary offense charged, the basis for the charge, and provide the student an opportunity to respond. If the administrator determines that the student committed the disciplinary offense, the administrator will inform the student of the length of the student's in-school suspension, which may not exceed 10 days, cumulatively or consecutively, in a school year.
2. On the same day as the in-school suspension decision, the administrator will make reasonable efforts to notify the parent orally of the disciplinary offense, the reasons for concluding that the student committed the infraction, and the length of the in-school suspension. The administrator will also invite the parent to a meeting to discuss the student's academic performance and behavior, strategies for student engagement, and possible responses to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts will constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.
3. The administrator will send written notice to the student and parent about the in-school suspension, including the reason and the length of the in-school suspension, and inviting the parent to a meeting with the administrator to discuss the student's academic performance and behavior, strategies for student engagement and possible response to the behavior. Such meeting will be scheduled on the day of the suspension if possible, and if not, as soon thereafter as possible. If the administrator is unable to reach the parent after making and documenting at least (2) attempts to do so, such attempts shall

constitute reasonable efforts for purposes of orally informing the parent of the in-school suspension.

An in-school suspension of more than 10 cumulative days in a school year will be subject to the procedures for long-term suspension found under Section C below.

B. Procedures for Short-Term, Out-of-School Suspensions (10 Cumulative Days or Less in a School Year)

Except in the case of an Emergency Removal as provided under Section D below, prior to imposing a short-term out-of-school suspension (i.e., 10 days or less in a school year), an administrator will provide the student and his/her parent oral and written notice and an opportunity to participate in an informal hearing.

1. Notice: The written notice to the student and the parent will be in English and in the primary language of the home if other than English, or other means of communication where appropriate and will include the following:

- a) The disciplinary offense;
- b) The basis for the charge;
- c) The potential consequences, including the potential length of the student's suspension;
- d) The opportunity for the student to have a hearing with the administrator concerning the proposed suspension, including the opportunity to dispute the charges and to present the student's explanation of the alleged incident, and for the parent to attend the hearing;
- e) The date, time, and location of the hearing;
- f) The right of the student and the student's parent to interpreter services at the hearing if needed to participate;

Written notice to the parent may be made by hand delivery, first-class mail, certified mail, or email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and parent.

2. Efforts to Involve Parent: The administrator will make reasonable efforts to notify the parent of the opportunity to attend the hearing. To conduct a hearing without the parent present, the administrator must be able to document reasonable efforts to include the parent. The administrator is presumed to have made reasonable efforts if the administrator has sent written notice and has documented at least two (2) attempts to contact the parent in the manner specified by the parent for emergency notification.

3. Format of Hearing: The administrator will discuss the disciplinary offense, the basis for the charge, and any other pertinent information. The student also will have an opportunity to present information, including mitigating facts, that the administrator should consider in determining whether other remedies and consequences may be appropriate. The administrator will provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

4. Decision: The administrator will provide written notice to the student and parent of his/her determination and the reasons for it, and, if the student is suspended, the type and duration of suspension and the opportunity to make up assignments and such other school work as needed to make academic progress during the period of removal. The notice of determination may be in the form of an update to the original written notice of hearing.

c. Procedures for Long-Term Suspension

Except in the case of an Emergency Removal provided under Section D below, prior to imposing a long-term suspension **(more than 10 days of suspension, whether in-school or out-of-school, whether consecutive or cumulative for multiple offenses during a school year), an administrator will follow the procedures for short-term suspension plus additional** procedures as follows:

1. **Notice:** The notice will include all of the components for a short-term suspension in Section B above, plus the following:

- a) In advance of the hearing, the opportunity to review the student's record and the documents upon which the administrator may rely in making a determination to suspend the student or not;
- b) The right to be represented by counsel or a lay person of the student's choice, at the student's/parent's expense;
- c) The right to produce witnesses on his or her behalf and to present the student's explanation of the alleged incident, but the student may not be compelled to do so;
- d) The right to cross-examine witnesses presented by the school district;
- e) The right to request that the hearing be recorded by the administrator, and a copy of the audio recording provided to the student or parent upon request; and
- f) The right to appeal administrator's decision to impose long-term suspension to the superintendent.

2. **Format of Hearing:** The Hearing will afford the rights set forth in the notice above. The administrator will also provide the parent, if present, an opportunity to discuss the student's conduct and offer information, including mitigating circumstances, that the administrator should consider in determining consequences for the student.

3. **Decision:** Based on the evidence, the administrator will determine whether the student committed the disciplinary offense, and, if so, after considering mitigating circumstances and alternatives to long-term suspension, what remedy or consequence will be imposed, in place of or in addition to a long-term suspension. The administrator will send the written determination to the student and parent by hand-delivery, certified mail, first-class mail, email to an address provided by the parent for school communications, or any other method of delivery agreed to by the school and the parent. If the administrator decides to suspend the student on a long-term basis, the written determination will:

1. Identify the disciplinary offense, the date on which the hearing was held, and the participants at the hearing;
2. Set out the key facts and conclusions reached;
3. Identify the length and effective date of the suspension, as well as a date of return to school;
4. Include notice of the student's opportunity to receive education services to make academic progress during the period of removal from school (if more than 10 consecutive days);
5. Inform the student of the right to appeal the administrator's decision to the superintendent or designee. Notice of the right of appeal will be in English and the primary language of the home if other than English, or other means of communication where appropriate, and will include the following information stated in plain language:
 - a) The process for appealing the decision, including that the student or parent must file a written notice of appeal with the superintendent within

five (5) calendar days of the effective date of the long-term suspension; provided that within the five (5) calendar days, the student or parent may request and receive from the superintendent an extension of time for filing the written notice for up to seven (7) additional calendar days; and that

- b) The long-term suspension will remain in effect unless and until the superintendent decides to reverse the administrator's determination on appeal.

No long-term suspension will extend beyond the end of the school year in which such suspension is imposed.

D. Exception for Emergency Removal

Notwithstanding the provisions for short or long-term suspension set forth above, a student who is charged with a disciplinary offense may be removed temporarily from school if the continued presence of the student poses a danger to persons or property, or materially and substantially disrupts the order of the school, and, in the administrator's judgment, there is no alternative available to alleviate the danger or disruption.

The administrator will immediately notify the superintendent in writing of the removal and the reason for it, and describe the danger or disruption by the student.

The temporary removal will not exceed two (2) school days following the day of the emergency removal, during which time the administrator will provide the following, as applicable to the length of suspension:

- Make immediate and reasonable efforts to orally notify the student and the student's parent of the emergency removal, the reason for the need for emergency removal, and other applicable matters;
- Provide written notice to the student and parent as provided in Section B or C above, as applicable;
- Provide the student an opportunity for a hearing with the administrator, as applicable, and the parent an opportunity to attend the hearing, before the expiration of the two (2) school days, unless an extension of time for hearing is otherwise agreed to by the administrator, student, and parent.
- Render a decision orally on the same day as the hearing, and in writing no later than the following school day.

An administrator may not remove a student from school on an emergency basis for a disciplinary offense until adequate provisions have been made for the student's safety and transportation.

E. Appeal to the Superintendent

If a decision by an administrator, following the parent meeting, results in suspension of a student for more than 10 cumulative school days for the school year, the student may appeal the decision to the superintendent. In order to do so the student or parent must file a notice of appeal with the superintendent within five (5) calendar days with a seven (7) day postponement option. The superintendent must hold the hearing within three (3) school days of the student's request, unless the student or parent requests an extension of up to seven (7) additional calendar days. If the appeal is not filed within this time frame, the superintendent may deny the appeal, or may allow the appeal in his or her discretion, for good cause.

The following apply:

- The superintendent will make a good faith effort to include the parent in the hearing. The superintendent will be presumed to have made a good faith effort if he or she has made efforts to find a day and time for the hearing that would allow the parent and superintendent to participate. The superintendent will send written notice to the parent of the date, time, and location of the hearing.
- The superintendent will conduct a hearing to determine whether the student committed the disciplinary offense of which the student is accused, and if so, what the consequence will be. The superintendent will arrange for an audio recording of the hearing, a copy of which will be provided to the student or parent upon request. The superintendent will inform all participants before the hearing that an audio record will be made of the hearing and a copy will be provided to the student and parent upon request.
- The student will have all the rights afforded the student at the administrator's hearing for long-term suspension as described in Section C above.
- The superintendent will issue a written decision within five (5) calendar days of the hearing which meets the requirements for a long-term suspension as described in Section C above. If the superintendent determines that the student committed the disciplinary offense, the superintendent may impose the same or a lesser consequence than the administrator, but will not impose a suspension greater than that imposed by the administrator's decision.

The decision of the superintendent constitutes the final decision of the school district.